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ABSTRACT

The study sought to document how the National Institute of Education sponsored Mountain-Plains Career Education Model Four (CEM4) is improving on the advancing the family residential approach. This was accomplished by comparing aspects of the seven programs by way of: (1) a collection and review of available literature and reports, (2) site visitations to four programs, and (3) personal contact with the Federal-level sponsoring agencies of the six other programs to determine their perceptions of the programs. These six programs are: Arizona Job Colleges, Inc.; Choanoke Area Development Association, Inc.--Family Development Program; Manpower Education and Training, Inc. (all sponsored by the Office of Economic Opportunity); and the United Tribes, Roswell, and Madera Employment Training Centers (all sponsored by the Bureau of Indian Affairs). All seven programs are described and compared in the areas of history, governance, location, facilities, management/staffing/budget, target population/capacity, recruitment/placement, program, program support, research/evaluation, costs, relationship with other agencies, and plans for continuance. The study concludes that CEM4 as operated by Mountain-Plains represents the most advanced stage of the family residential educational concept and that its systematic research approach possesses the capability of revealing the concept's true worth. (Author/SA)

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Research Services Division
February 28, 1973

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ABSTRACT

In November, 1972, shortly after the National Institute of Education assumed responsibility for Career Education Model IV, NIE staff and Model IV directors determined that Model IV needed to indicate what it was contributing to the state of the art of family residential education. Accordingly, the six other family residential educational programs in the United States dealing with the total family were identified and preparations made to study them. Three major thrusts were initiated: *1) a collection and review of available literature and reports on the programs was accomplished, 2) site visitations to four of the six programs were conducted in order to verify and extend the information available in printed form, and 3) the Federal-level sponsoring agencies of these six programs were personally contacted in order to determine the perceptions of the programs from this source.*

The study was to "document how Mountain-Plains (Career Education Model IV) is improving upon and advancing the family residential approach in this country". This was accomplished through a comparison of a number of aspects of the seven existing programs. The conclusions of the study are that Career Education Model IV as operated by Mountain-Plains represents the most advanced stage of evolution of the family residential educational concept and that its systematic research approach possesses the capability of revealing the concept's true worth.

A STUDY AND COMPARISON OF SEVEN FAMILY RESIDENTIAL EDUCATIONAL PROGRAMS IN THE UNITED STATES

PROCEDURE FOR CONDUCTING THE STUDY

In November, 1972, shortly after the National Institute of Education assumed responsibility for Career Education Model IV, NIE Staff and Model IV directors met in Washington, D.C. One of the outcomes of that meeting was the determination that Model IV needed to indicate what it was contributing to the state of the art of family residential education. At that time, the Research Services Division of Model IV was already preparing a review of the literature concerning other family residential educational centers within the United States. A request was made by NIE that this study be extended to include site visitations to as many of these programs as possible and to change the emphasis of the study from a review for internal purposes to a comparison for NIE use. This request was formalized in a letter of November 9, from Dr. Harold Johnson, NIE Project Officer, to Dr. Richard Flores of the Research Services Division. This letter requests "a study that documents how Mountain-Plains is improving upon and advancing the family residential approach in this country". Accompanying this letter was a rough draft of a document entitled "Main Considerations In Describing A Family Residential Education Institution". This document was extended by Dr. Flores and was used as a guide to the study of the programs subsequently identified. The guide is presented as Appendix A.

The following steps were then taken:

1. *The review of available literature was completed. Earlier, six other family residential educational programs had been identified in the Nation. These programs were contacted by mail and program descriptions requested. In addition, Mr. Frank Diaz of Frank Diaz Associates Inc., based in Washington, D.C., had contacted sponsoring agencies of these six programs and collected additional literature. Information on five of these six programs was also available from the final report of the "Planning Grant For Development Of Glasgow Air Force Base As An Educational Community". The information from this source was, however, 18 months out of date.*

2. *From these sources, a narrative description of each program was completed by the format presented as Appendix A.*

3. *Permission was then sought from each of the other six family-residential educational programs to conduct a site visitation of these programs.*
The programs are:

   a. *Arizona Job Colleges, Inc. (AJC)*
   Casa Grande, Arizona

   b. *Choanoke Area Development Association, Inc. - Family Development Program (CADA-FDP)*
   Rich Square, North Carolina

   c. *Madera Employment Training Center (METC)*
   Madera, California

   d. *Manpower Education and Training, Inc. (MET)*
   Cleveland, Texas

   e. *Roswell Employment Training Center (RETC)*
   Roswell, New Mexico

   f. *United Tribes Employment Training Center (UTETC)*
   Bismarck, North Dakota

   Permission to visit was received from four of the six programs. The Manpower Education and Training Program in Texas refused permission with the statement that they were in a start-up phase and too busy to receive visitors. The United Tribes Employment Training Center refused permission with the statement that data concerning their program would be released only at their discretion

4. *Visitation teams were then formed and travel and scheduling arrangements were made. Visitations, teams, and dates of visitation were:*

SITES VISITED	VISITATION TEAM	DATE
Arizona Job Colleges Madera Employment Training Center	Mr. Bruce Perryman Mr. Dave Coyle	Dec. 11-15
Roswell Employment Training Center	Dr. T. R. Flores Mr. Pete Grossmann	Dec. 11-13
Choanoke Area Development Association Inc.,- Family Development Program	Mr. Frank Diaz	Dec. 13-14

The persons visiting these sites were responsible for up-dating and extending the program descriptions previously derived from the literature. Reports upon the four sites visited were produced by the visitation teams.

5. *As the initial reviews of the literature were being accomplished, it became apparent that certain categories of information were conspicuously absent. These categories concerned program costs, evaluation reports, and future plans. It was assumed that this information would be difficult to obtain directly from the programs during the visitations. Later events proved this assumption to be correct. To cover these topics, Mr. Frank Diaz, a Mountain-Plains consultant based in Washington, D.C., was asked to contact the two sponsoring agencies of these six programs and gather this information directly from these agencies. These contacts were accomplished during the period of December 8 through 19, and a report was produced by Mr. Diaz. The agencies contacted were: The Bureau of Indian Affairs with regard to the United Tribes Employment Training Center; the Madera Employment Training Center; and the Roswell Employment Training Center and the Office of Economic Opportunity with regard to Arizona Job Colleges, Inc.; Choanoke Area Development Association, Inc., - Family Development Program; and Manpower Education and Training, Inc. Elements of the subsequent report by Mr. Diaz are incorporated under their respective headings within the respective program descriptions following. Some of the conclusions of Mr. Diaz are included in the conclusions section of this document.*

6. *A description of Career Education Model IV was then produced by the format presented as Appendix A. This report is the work of Mr. David Coyle.*

7. *A first analysis of the information received was completed and presented to Dr. Hal Johnson, Project Officer, on January 18.*

8. *This document represents the final phase of this study. It is presented by the following outline:*

PROCEDURE FOR CONDUCTING THE STUDY

PROGRAMS SPONSORED BY OFFICE OF ECONOMIC OPPORTUNITY

PROGRAMS SPONSORED BY BUREAU OF INDIAN AFFAIRS

PROGRAM SPONSORED BY NATIONAL INSTITUTE OF EDUCATION

COMPARISONS

- History
- Governance
- Location
- Facilities
- Management/Staffing/Budget
- Target Population/Capacity
- Recruitment/Placement
- Program
- Program Support
- Research/Evaluation
- Costs
- Relationship With Other Agencies
- Plans For Continuance

CONCLUSIONS

PROGRAMS SPONSORED BY OFFICE OF ECONOMIC OPPORTUNITY

Arizona Job Colleges, Inc.
Casa Grande, Arizona

Choanoke Area Development Association, Inc. -
Family Developmet Program
Rich Square, North Carolina

Manpower Education and Training, Inc.
Cleveland, Texas

ARIZONA JOB COLLEGES, INC. (AJC)
Casa Grande, Arizona

President - Mr. Gary Bellrichard

Director - Mr. Sid Goodman

Mission: To improve the socio-economic status of rural poor families, as well as their ability to cope individually with an improved status.

To prepare the under-achieving rural poor for more productive and self-satisfying roles in society.

To integrate the rural poor into the larger communities through a diminution of their state of alienation from that community and a greater sharing of its ideas, activities, values, and assets.

1. History

The concept of AJC was formulated by Arizona State University Educators in 1966. A Ford Foundation Planning Grant was then obtained in 1967. During the following year, the planning grant staff interviewed 835 rural disadvantaged families in Pinal County, Arizona, to discover needs and set up eligibility criteria. By May 1, 1970, initial funding was obtained through utilizing a Ford Grant as matching funds to secure an HEW Grant for trailer house construction, a HUD Grant for construction of a large modern building termed the Arizona Job College's Neighborhood Family Center ("Esperanza") and for subsidized student rental housing now under construction, an all-costs three year Demonstration Project/OEO Grant. On May 28, 1970, Arizona Job College opened in twenty mobile homes. Ten families were on site by the end of June, 1970. These families were trained in a pilot program and graduated after six months. A second class of families followed and the pilot phase of operation continued for over a year. In 1972, a Grant for provision of medical services to participant families and an equal number of others was obtained under an NIH program providing for medical care for migrant laborer families. By July of 1971, 57 families were on Center. Currently, 82 families are enrolled, down from an earlier high of 114.

2. Governance

AJC is a private non-profit corporation. It has a Board of Directors, advised by a Community Advisory Council, composed of business and

church leaders, educators, and state and federal officials. An Industrial Advisory Council informs and advises the Board and Project management in areas primarily relating to job development and placement. A Child Advisory Committee, comprised of participants, advises on matters relating to programming and utilization within the Family Center. All three committees have become less active as the project has evolved.

3. Location

Arizona Job College has a distinct geographic identity. It is located in Casa Grande, Arizona, the seat of Pinal County. The county itself is the focus of AJC activity. It provides the participant family, the job training programs and stations and the majority of placements.

Casa Grande itself is an agriculturally-based city of about 10,000, located 52 miles from Phoenix by interstate highway. The Job College is located on the urban outskirts of Casa Grande. Ease of access affords ample opportunity for staff and participants to interact within the community environment.

4. Facilities

The new Neighborhood Family Center (Esperanza), constructed at a cost of $580,000, houses program facilities including the Learning Center, home living and management facilities, child development center, the recreation office, and a teen-age recreation room. Administration is located in several converted trailer houses which have been pushed together to form an integrated office complex. This site is approximately one mile removed from the Esperanza building. Also, at the same site are trailer houses accommodating other home management activities, and facilities in one trailer for English as a Second Language (ESL) instruction. The newly-initiated Medical Program is also housed in the Administration area in one double trailer. A second double trailer is currently being modified for use by a projected second physician. Dental facilities are included with the Medical.

Approximately one fourth mile from the Administrative complex are 104 single family houses in the final stages of construction. These are privately owned, but were built under the provisions of the "23 Turnkey" program for low-cost housing. AJC states that an informal agreement exists to the effect that this housing will be utilized for AJC participant families. Rent will be subsidized by HUD and Pinal County. AJC estimates the houses will be ready for occupancy by about January 1, 1973.

5. Management/Staffing/Budget

AJC is administered by a President, whose duties mainly encompass external relations and fund-raising, and a Project Director, charged with AJC operations. An Assistant Project Director is primarily concerned with accounting and financial control. Operating and input units exist under a Family Services Manager, Instructional Manager, Health Services Manager and Business Manager. The Family Service Division includes recreation (special services), early childhood development, recruitment and counseling. The Instructional Division encompasses foundation education, specifically as a second language, home living skills, a limited number of career education programs, and job development and placement. Health Services is an entirely supportive, non-training entity. The Business Office Division includes accounting, property control, and housing and maintenance.

Total staff currently number 92 and the gross staff to participant ratio is approximately 1 to 4.5.

6. Target Population/Capacity

AJC accepts only whole families. Recruiting is conducted entirely within Pinal County which has a total population of about 70,000, of whom 30,000 or so have been identified as migrant laborer families with incomes below the established poverty level. Ethnically, approximately 70% of participants are minority, primarily Mexican-American, and 30% are Caucasian. The ratio for staff is approximately the reverse.

Selection criteria include a history of employment in farm work, OEO poverty status, affiliation with Pinal County, motivation to change life style (references), willingness to remain at the Center at least six months and not longer than 18, and an ill-defined body of acceptance criteria utilized by the Arizona Department of Vocational Rehabilitation (DVR) which, since it sponsors and finances most of the career skills programs for the participants, must pass on each applicant.

The capacity of the AJC is nominally 120 families. Staff report that in light of resources available, particularly in the counseling area, this figure is too high for optimum operation. An estimate of 90 or so families is felt to be more realistic.

Descriptive characteristics of the families enrolled at AJC include: *average total income -- $2,980 per year, average total per capita income -- $609 per year, average length of stay at previous residence -- 2.3*

years, average number of jobs held during the previous year -- 2.4. Concerning housing, prior to coming to the Center, 56% rented, 7% owned their own housing, 24% lived with relatives, and 13% lived in free housing; 1% had a telephone. Of the heads of household, 21% had some prior vocational training.

7. Recruitment/Placement

Recruitment for AJC was originally accomplished by cooperating agencies, such as the State Employment Commission, etc. Referral forms from these agencies went to one of three AJC recruitment counselors on Center who contacted the family. The family then came to the Center to be interviewed. Currently, however, the AJC recruitment counselors are more directly involved in field recruiting, and referrals are secondary. Further screening is done by the Center, including psychological testing done by and supported by the State Department of Vocational Rehabilitation. More families than can be admitted in any particular month are accepted to allow for no-shows. Families accepted sign a "Family Cooperative Agreement". Acceptance of a family by AJC is not based upon that family's choice of a curriculum which can be offered by AJC. Rather, the family is assisted in choosing a vocational area and training in that choosen area is arranged by DVR. Families are brought in once per month in classes of 15 to 20 families.

Some current difficulties in recruiting are reported and attributed mainly to the limited geographic recruitment area. Total throughput for the three-year operational period is 320 families, although this figure does not reflect the lower "optimum capacity" of 90 or so families in the program at any particular time.

Placement is the primary responsibility of three staff members. These are the Supervisor of Job Placement and Development, a full-time paid specialist in job development and placement, and an unpaid Vista volunteer. Placement occurs primarily in the local area, that is, within the County. The first choice among the families for placement is in the city of Casa Grande itself. Families have also been placed 50 miles away in Phoenix. Follow-up services include assistance to the family in finding housing, and then periodic contacts largely for data collection once per month for three months, after six months, after one year, and then yearly.

A statistical summary of recruitment, retention and placement follows:

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263 families not accepted by AJC (primarily for health reasons)
203 families accepted into the program
64 families dropped out or evicted (approximately 30% of entrants)
55 men graduates
61 women graduates
53 men placed
26 women placed

8. Program

Program components include Vocational Training, Basic Education, Child Development, Homeliving Skills, Recreation and Counseling.

Initial program activity includes a two-week orientation and testing period. During this time, a participant plan is developed, indicating occupational choices and source and duration of training in that particular field. (In most cases, the occupational choice has in fact been identified prior to entry, because DVR passes on the feasibility of the proposed choice at the time of participant selection.)

The statement that AJC is "rehabilitation oriented, rather than training oriented" in that "highest priority problems receive highest priority treatment" appears difficult to justify. Limited counseling resources and heavy dependence on DVR for funding of training results in a much stronger vocational education orientation than public statements indicate. This is compounded by the fact that the program has not, to date, been "residential" in any meaningful way since participants have largely commuted from their own houses or have located other housing in various parts of Casa Grande and environs. This latter fact has also resulted in attendance problems, which have led to a decision to reduce stipends for non-attendance. The participant is "committed" to remain in the program at least six months, although no effective method of enforcing this was apparent. Maximum stay is 18 months and the actual average stay for graduates has been approximately nine months. Behavioral objectives for change in the family as a whole or for each individual family member appear not to exist. The main program component is, based on the evidence, occupational training, which is limited only by the offerings of the various vocations/technical centers in the Casa Grande vicinity. The arrangements for occupational training are made by DVR and DVR assumes the cost of the training. AJC does provide transportation by government surplus buses to and from the various centers each day. The distances are up to 40 miles each way. Men are enrolled in the program for 44 hours per week, of which half is to be in occupational training. In fact, the total time devoted to occupational

training is much higher -- many programs are for more than four hours per day and time in transport to and from AJC must be considered as well.

Foundation education is indicated as a program area although offerings appeared to be quite limited with most emphasis given to ESL. Instruction in ESL is partly individualized, partly classroom.

AJC itself also utilizes half-time instructors in Business Science, Building Trades and Auto Mechanics. Most training activity in these areas appeared to center on "on the job" type maintenance and repair of AJC facilities. On-the-job training is being added to the program. There is still some problem in program delivery of the vocational component, since available outside programs are not of uniformly high quality.

Women are also permitted to take vocational training. They are required to take Home Living and Management, including nutrition, sewing, cooking, consumer education and budgeting. Men may also participate in some phases of the Home Living program.

There are three levels within the pre-school Child Development program beginning with pre-schoolers three months of age. Child care is provided half days for those mothers in the Home Living program and full days for mothers also involved in vocational training. Hot lunches are provided. School age children are provided with counseling, tutorial assistance and recreation services as available and largely performed by VISTA volunteers. A recreation program is provided full days in the summer for school age youngsters. Couples reportedly participate in child rearing classes, although no evidence of this could be adduced through facility inspection or staff questioning. Individual, family and group counseling is provided. Counseling stresses a family increase in self-confidence and an increase in the willingness to speak up for ones' rights. The improvement of marital communications is also a counseling objective. There is one counselor for every 37 families. Counseling staff indicate that this reduces their role to one of crises intervention.

Recreational activities include family and individual sports and outings and arts and crafts. Community participation is urged, including the support of family attendance at cultural events. Cross-cultural exchanges among student groups are encouraged and programmed.

9. Program Support

A separately funded program provides medical services for participants and non-participant migrant families in the area. Services rendered are

those of an out-patient clinic staffed by one full time physician. A second physician and a dentist are currently being sought. Most of the equipment was obtained from government surplus stocks, but appears to be in good condition.

10. Research/Evaluation

A separate contractor, Systems, Science & Software, a sub-division of May's Department Store, out of LaJolla, California, is evaluating and documenting AJC. They are at present documenting the program and conducting an external or pre- and post-center evaluation for summative rather than formative purposes. For this purpose, interviews are held during orientation with adult members of client families. Interviews are then held again upon departure and following placement. The measures reportedly being used externally actually include both internal and external measures, for example, internal -- improvement in academic ability, ability to answer questions on consumer buying, external -- school record, job record. No comparison group is being used in the external evaluation design. Staff personnel of AJC were unfamiliar with the nature of SSS's research design, and results reported to date were reported as inconclusive and limited to income prior to and after the Program. The Assistant Project Director stated that reports were sometimes received from SSS, but on no regular basis. No formal mechanism for internal evaluation of program was evident. Performance objectives, both internal and external, remain to be written and defined in measurable terms. No full-scale job market survey has yet been done.

Some evaluation data is available in addition to the figures reported in the section dealing with Recruitment/Placement. It has been reported that social participation, homemaking, and grooming have improved, based on nine early successful completing families. Children of these families have also been reported to have improved their grade level one mark, from C to B. Of the first 19 families graduated, 18 were employed by AJC. No data was available on the numbers hired by AJC subsequent to that time. Of the 18 original families employed by AJC, 9 reported income averaging $9,097 per year in their new jobs and former debts reduced by 90%. Projections done within a cost/benefit analysis show AJC returning 20% per year on the investment in the program by 1985.

11. Costs

AJC is funded by many public and private sources, including OEO, the Ford Foundation, DHEW, DHUD, Arizona State Division of Vocational Rehabilitation, and the Arizona State Health Department. Families

receive a stipend based on number of members in the family. Families of five receive $295 per month. Families of six or more receive $320 per month. Most medical and dental services are free to the families. Home furnishings and household equipment are furnished as available. The cost per trained family as reported in SSS's initial evaluations was initially computed to be very high, but is shown to drop off sharply as "start-up costs and capital outlay costs are amortized over more and more families". The cost per trained family in 1972 will be approximately $330,000, but will level off around $12,000 by 1985, per this document. AJC executive staff reported a cost per participant family of approximately $10,000 direct outlay, but indicated that this figure was not reflective of the situation in that the training costs borne by DVR were not included. These costs were estimated to be $3,000 per trained family.

In the year ending June 30, 1972, total expenditures by AJC were $1,283,000. Budget forecasts call for continuing expenditures at approximately this same level.

12. Relationship With Other Agencies

AJC, as indicated, has a very close working relationship with the Arizona DVR, extending to DVR's evaluating applications, passing on participant plans, and arranging occupational training. Other agencies and organizations have participated on a continuing basis or in the solutions of specific problems with AJC. A basic responsibility of the President's office is to initiate and maintain these contacts. Among these agencies and organizations are HUD, Casa Grande Chamber of Commerce, Lion's Club, Employer's Association, etc.

13. Plans for Continuance

OEO funding for the Arizona Job College expires June 30, 1973. It was stated that Ford Foundation desires to continue the program and is actively engaged in seeking additional federal funding in behalf of AJC. At present, no specific arrangements have been made for new funding. AJC does conceive of itself as an open-ended operational program and as such will continue operations should funds be available.

REFERENCES

1. Arizona Job Colleges, Inc. First-Year Evaluation, Systems, Science & Software, Inc., Submitted to Office of Economic Opportunity, Sept., 1971.

2. Planning Grant for Development of Glasgow AFB as an Educational Community, Office of Education Bureau of Research, Sept,, 1971.

3. Murphy, Betty. "Arizona Job College: Defeating the Dependency Syndrome," Opportunity Magazine, June, 1972.

4. Personal visit to AJC by Mr. Dave Coyle and Mr. Bruce Perryman, Mountain-Plains staff, December 14, 1972. Tour and staff contacts including Mr. Alfred H. Spengemen, Assistant Project Director, Mr. Arnie Ruiz, Family Services Manager, Mr. Don Woodley, Instructional Manager, and Mr. Jake Pool, Health Services Manager.

5. Personal visit to OEO Migrant and Seasonal Farm Workers Branch by Mr. Frank Diaz, Mountain-Plains Consultant, December 3-19, 1972. Contacts with Dr. Keith Baker and Ms. Margaret Tuttle.

CHOANOKE AREA DEVELOPMENT ASSOCIATION, INC. -
FAMILY DEVELOPMENT PROGRAM (CADA-FDP)
Rich Square, North Caroloina 27869

Project Director - Mr. Eugene R. Jones

Mission: Provide skill training for 50-55 heads of household of migrant seasonal farm workers. Entire family, in controlled setting, to be provided supportive services, i.e., home and family life training for wives, tutorial and day care for children; counseling, job placement, recreation and the like.

1. History

The Choanoke Area Development Association was begun under the Community Action Program (CAP) of the Office of Economic Opportunity. Early developments included non-residential training. In May, 1968, CADA awarded a contract to RCA to operate that program and to establish a residential training center. The total project then consisted of four non-residential Adult Basic Education (ABE) and Pre-Vocational Training centers and one family residential center. The residential center program treats the entire family of the underemployed seasonal farm worker in contrast to merely providing vocational rehabilitation to the head of household.

The initial participant build-up is reflected in the following table:

DATE	EVENT
MAY 1968	Contract award to RCA
SEPTEMBER 1968	First Family arrived Residential Center
DECEMBER 1968	38 Families in residence by end of December
MARCH 1969	First Placement

The remaining description of the program deals only with the Family Residential project, as the ABE-Prevocational phase of the program was discontinued by CADA in March of 1972.

Until March, 1972, the project had been a research-experimental project. Because of its success in placing virtually 100 percent of its graduates in remunerative technological jobs, it was proposed that the family training project be expanded. The Choanoke Area Development Association was the grantee from March 1, 1972, until September 1, 1972, and at that time, the North Carolina Council of Churches Migrant Project became the grantee. A new organization, which has grown out of the North Carolina Council of Churches, has been formed to be the successor-in-interest. This new organization is the Migrant and Seasonal Farm Workers Association, inc.

2. Governance

The grantee is the North Carolina Council of Churces (NCCC) with the CADA being the Delegate Agency. As soon as some administrative paper work is cleared up, the grantee will become the Migrant and Seasonal Farm Workers Association, Inc. The Executive Director is responsible to the Board of Directors. The Family Residential Center is operated under contract by the RCA-Services Company.

It is important to recognize, that, in considering the governance as well as other aspects of the CADA-FDP, several organizations are or have been involved.

3. Location

The CADA-FDP was originally located centrally within the old CADA four northeastern counties of North Carolina. The area of interest was then expanded to the 11 northeastern counties of North Carolina and is now being expanded to the entire state. The Family Residential Center is located in Rich Square, N. C., population 1,200,000, and although the immediately surrounding area is rural, Rich Square is about 70 miles S. E. of Richmond, Va.; about 75 miles S. W. of the Norfolk, Newport News area; and about 90 miles from Raleigh-Durham, all important industrial-commercial areas. Land for the residential training center was purchased by CADA with funds supplied by OEO. These funds, however, do not appear to have been part of the operating grant. The buildings and trailers were initially leased, although all trailers have now been purchased (apparently with operating grant funds).

4. Facilities

The training facilities located in Rich Square, North Carolina, on a 25-acre plot, include one ABE building with two rooms, one small and one large with a partition to convert into two small rooms, located on the project site. One vocational and ABE building houses auto mechanics, welding, plumbing and wiring, and ABE classes related to these trades. This latter building is located approximately one-fourth mile from the project site. It has six large rooms; three for shops, two for ABE classes, and one for assembly. A separate mobile unit houses the television class and equipment for eight individual learning stations.

The project site also includes buildings for administration, dispensary, maintenance, recreation, and guidance and counseling. Two mobile units on the project site comprise the Day Care Center. A fenced play area, 25 by 35 feet, is located immediately behind one unit. These facilities do not meet North Carolina requirements for licensing of Day Care Centers, because they do not provide an adequate space-per-child ratio. It is planned that expansion of day care facilities to meet these state standards be given priority during the new program year. Fifty mobile homes are located on-site for the families. The grounds include recreational areas such as softball and basketball courts, picnic areas with barbecue grills, and playgrounds for children.

5. Management/Staffing/Budget*

The overall program is managed by the grantee staff with the family residential center being managed and operated by the contractor (RCA).

The grantee staff is comprised of 18 personnel with general responsibilities as follows:

1 - Executive Director
- Overall responsibility

1 - Associate Director
- Coordinate Fiscal operation
- Directs Administrative work
- Administration of programs through program directors

* These Staff positions and numbers are based on the grant application document for the period of March 1, 1972, through February 28, 1973. Confirmation or correction for the non-contractor staff could not be obtained.

1 - Finance Officer
Fiscal procedures
Supervises financial operations

1 - Program Analyst
Coordinate planning & evaluation
Write proposals & reports
Analyze research data & statistics
Conduct evaluations

1 - Director of Housing
Coordination of housing

1 - Director of Manpower
Responsible for manpower program

1 - EFMS Director
Responsible for EFMS program

1 - Director of Family Development Project
Responsible for Family Residential Center

1 - Director of Transportation
Responsible for all CADA transportation activities

3 - Regional Supervisors
Responsible for outreach

1 - Administrative Aide
As assigned

6 - Clerical

The contractor staff for the residential center includes 38 personnel as follows:

1 - Project Director

4 - Department Heads

1 - Project Analyst

6 - Secretarial-Clerical

2 - Maintenance Specialists

1 - Custodian

4 - Vocation Instructors

3 - ABE Instructors

1 - GED Instructor

1 - Basic Education Instructor

2 - Homemaking Instructors

2 - Nurses (1 Registered, 1 Licensed Practician)

2 - Counselors

2 - Recreation Specialists

1 - Day Care Instructor

5 - Day Care Aids

For the period March 1, 1972, thru February 28, 1973, CADA-FDP was budgeted at approximately $961,000 from OEO.

RCA policy has been to promote from within. As turnover has been relatively low (it is estimated that staff tenure averages two - three years) opportunities for advancement have not been plentiful.

Consultative assistance from outside the project has been obtained through the OEO general technical assistance contractor and from the larger RCA Organization. Two forms of criteria have been developed for determining the need for outside assistance.

RCA planning has largely been performed by the operating units in consultation with the management staff. CADA has supplied guidance.

RCA prepares and submits to CADA a monthly progress report. A quarterly statistical report is prepared and submitted directly to OEO. In addition, RCA Department Heads submit an internal management report to the project manager, who in turn, reports to RCA management.

6. Target Population/Capacity

The target population is seasonal and migrant farm worker families - approximately 86,000 families in the 45-county target areas (the FY '72 area), fall in this category. The maximum capacity of the FDP is 55 families.

All potential trainees will be screened according to the established criteria for seasonal and migrant farm workers, by definition, to determine eligibility for the program. Selection criteria are:

a. *All stipended students shall be (1) heads-of-households (shall be a male member unless there is no adult male in the household) or (2) some member of household who would be able to benefit more from the training than the head-of-household and hence provide greater advantages to the family unit. (An example of this might be a trainable son or daughter who is already contributing to the support of the family.)*

b. *All stipended students shall be seasonal or migrant farm workers who are unemployed or underemployed at the time they enter the stipended classes.*

c. *Preference shall be given to applicant heads-of-household (male) who have attained the minimum age of 19 and have not exceeded the maximum age of 35.*

Trainees must be physically and mentally capable of completing the Program.

7. Recruitment/Placement

The offices of the North Carolina Council of Churches Migrant Project maintain files of all eligible families. The NCCC will be responsible for recruitment of families on an individual basis. Recruiters, one for each region, will be responsible to the manpower coordinator of the NCCC in their region. Recruitment activities will be coordinated between the NCCC and the Family Development Project by an enrollment and placement coordinator at the project site. Individual conferences will be held with all applicants to establish a schedule of pre-enrollment activities.

Currently, RCA gives CADA (NCCC) 90 days notice for placement and new recruiting. Admission to the center is as vacancies occur.

8. Program

This section describes the mission and objectives, as well as four major program components.

a. Mission and Concepts

Problems of the migrant and seasonal farm workers to be dealt with are:

1) Absence of vocational skills combined with low educational levels.

2) The psychological and environmental adjustments necessitated by the drastic life change made by participants as they enter the program.

3) Lack of opportunity by the women to learn adequate skills with which to create a healthy, stable home life for the family.

4) Poor health resulting from lack of funds with which to procure private medical care and lack of knowledge of public medical services available.

b. Objectives

1) To teach a choice of vocational skills along with the proper measure of adult education in order to place at least 50 migrant and/or seasonal farm workers into non-poverty level employment; and to prepare as many wives as possible for gainful employment; and to offer a GED program for all participants who desire it.

2) To instill in these participants the self-confidence from which to develop their problem solving abilities, thereby serving as examples to the total target area population in focusing on solutions to problems identified by these groups.

3) To increase knowledge and provide learning experiences in homemaking subject matter: child development, foods and nutrition, home and family life, home and money management, consumer education, clothing and grooming, home furnishings.

4) To make the family aware of the importance of seeking prompt medical aid when the need is first recognized and to practice

good health habits in the future, after having been exposed to the first aid training and the medical services provided at the project and having learned of public agencies offering these services.

c. General

Participants stay at the center five to ten months; the length of stay is determined primarily by the vocational training chosen. Generally, the participant knows what training he would like prior to arrival and if qualified, is given first choice. Qualification is determined primarily, by prerequisites of educational level (see program description below). There is not, generally, vocational guidance or exploration, although both are available.

The individual's objectives are for course completion of the vocational training. The instructor is responsible for monitoring progress using check-off lists. Progress is reviewed by an evaluation committee for each trainee every 90 days.

d. Vocational Training and ABE

One of the strongest motivational factors in this program area is that of relating Adult Basic Education directly to the vocational areas. A trainee learns math and reading essential to the occupation involved. This relationship between ABE and vocational training provides a reinforcement which strengthens learning in both areas.

1) Electric Welding. A great need exists throughout North Carolina and Tidewater, Virginia for both structural and pipe welders. Welding graduates are certified through nationally recognized testing for either structural welding or the more highly skilled pipe welding certificate. Average training time in this vocational area is six months and the grade level prerequisite is 3rd-4th grade.

2) Auto Mechanics. The auto mechanics program is the most popular vocation among applicants. This skill can offer relative economic stability for the family in local job markets should the choice be made to remain in a rural environment. Average training time in this skill is nine months. The grade level prerequisite if 5th-6th grade.

3) Plumbing and Wiring. The plumbing and wiring cluster is designed to provide step-off points for trainees with varying levels of achievement potential and ability. Trainees may complete the program as helpers, or continue through craftsman skill level. This design permits training of slow learners and functional illiterates, as well as those with higher skill potential for whom this cluster is the vocational choice. The program is designed for step-off completion in from 5 to 10 months, with entry grade level 5-6 as a prerequisite to the craftsman level.

4) Radio and Television Technician. The electronic cluster, which is a 10 to 12 month program, requires a relatively high level of achievement, and is the highest skill level currently offered. Graduates are not restricted to employment in the television repair field, but may elect to work in many areas related to electronics. The grade level prerequisite is 7th grade.

5) General Office Work. A training cluster in general office work provides intensive clerical education and training in associated skills. The occupational outlook in clerical work is exceptionally good. The project will train 10 workers in this cluster annually. This area requires 200 hours of training and takes about five months.

   Some of the skills included in this cluster are typing, filing, light bookkeeping and figure work, reception, office supplies and office machines. On-the-job experience is structured into the program design in the later phases. Other important facets of clerical employment are also stressed, including attitude and personality development, telephone courtesy, grooming and appearance, responsibility and work habits, and world of work orientation.

6) Nurses Aide. The nurses aide training cluster has been popular among women trainees, and has included both classroom and on-the-job experience at local nursing home and hospital facilities. This cluster proposes to train 12 nurses aides annually; it requires about 150 hours and takes about three months.

7) Day Care Aide (Early Childhood Development). There is an increasing demand in North Carolina, as elsewhere in the nation, for child care facilities, as many women with young children prefer to work and place the care of their children in competent hands during working hours.

This child care training will also increase the mother's awareness of her own children's development while she is preparing for an occupation for which the demand will markedly increase during the coming years. In this cluster 16 graduates are anticipated annually. This area requires 120 hours and takes about three months.

e. Supportive Educational Services

1) Tutorial Program. The tutorial program will be offered to all children of school age in the afternoons after school. It will consist of individual and group help in the academic subjects, as well as enrichment programs designed to enhance and reinforce this learning. The special enrichment programs designed for all school children will continue throughout the summer months.

2) General Education Development (GED). The high school equivalency program will be offered to all trainees who qualify. Since more and more employers are requiring that their applicants have a high school education, this provides additional motivation for educational advancement.

3) Library. The project library will remain open during both day and evening hours. Visits and use of library material will be continually encouraged, and the continuous growth of library materials will be fostered. Every effort will be made to accumulate interesting and educational literature.

4) On-The-Job Experience Program. A major development in the training cycle during the past year has been the increased utilization of the on-the-job experience concept in which advanced trainees are placed with local businesses without pay (while on stipend) for a period of training. This technique provides the trainee with valuable, realistic experience and provides staff with additional indications of potential problem areas which can be dealt with prior to graduation.

f. Guidance & Counseling

1) Residential Counseling

a) Orientation. Each new family arriving at the residential complex for training will be provided a comprehensive orientation in order to facilitate adjustment and prepare

realistically for the training experience. The family will receive initial counseling regarding program goals and responsibilities and the development of their own goals and responsibilities. They will be informed of living accommodations and schedules along with other information contained in the trainee handbook, such as rules and regulations, discipline, facilities, services, finances, etc. Each family will be provided with a list of staff personnel to see about specific needs. Emergency needs will be determined, such as for food, clothing, medical services, or household items.

b) Personal Counseling. Each trainee family will be provided with a structured, intensive counseling experience designed to accomplish the objectives of this program.

Each family will be counseled as a unit at least once a month; more frequently should need indicate. Each individual adult will be included in one group counseling session per week in which general problem areas are discussed, information is desseminated, and ideas are exchanged.

c) Testing and Evaluation. The Guidance and Counseling Department will assume responsibility for periodic diagnostic testing which takes place quarterly from program entry date for all adult trainees at the residential center. These achievement scores will be used primarily for educational placement and progress measurement in the language arts and in arithmetic.

d) Data Collection and Maintenance. Trainee information will be filed in a family cumulative folder in the Guidance and Counseling Department. This information will be kept confidential with only authorized personnel having access to it.

2) Recreation, Social Development and Community Organization

The recreation and social development section of the Guidance and Counseling Department will provide for activities for trainee families which will strengthen mental and physical fitness. This section will provide for leisure activities which will strengthen inter-family relationships and for growth experiences in self-confidence, good sportsmanship, leadership, and teamwork, as well as developing creative and artistic interests and abilities. In addition, trainee families will be involved in the concept of

and participation in community orgainzation through the Family Development Association. Community elections, similar to city elections, will be held among trainees to elect leaders to form an Executive Committee of FDA.

a) Home and Family Life Training. Home and family life courses will be basically divided into two major segments: Homemaking I and Homemaking II. Homemaking I will include Foods and Nutrition, Home and Family Life, Home and Money Management and Consumer Education. Homemaking II will include Clothing Construction and Grooming, Home Furnishings, and Child Development. The women will attend classes 3 hours daily, Monday through Thursday. Fridays will be devoted to Consumer Buying.

   Additional study groups or special subjects will be offered to those women who have covered the above areas and have completed high school or the GED program.

b) Medical Services.

   1) The local doctor will hold office hours at the project Monday through Friday from 8:30 a.m. until all patients are seen. If a participant needs medical attention at other times, nurses will be on duty throughout the day and doctor will always be on call.

   2) A trainee and his wife will undergo complete pre-enrollment physical examinations prior to acceptance at the residential center. Under the Compensatory Education (ESEA) Program, school age children will be given physicals. If any problems or defects are found during a physical examination, the individual will be advised to have the appropriate treatment. If necessary, he will be referred to a specialist.

   3) All participants at the Family Development Project will be covered by full hospitalization insurance with North Carolina Blue Cross and Blue Shield.

   4) Family planning and birth control methods will be made available to the families requesting them. Families will be instructed in their proper use and told the importance of check-ups while using them.

5) Prenatal and postnatal classes will be held. Home visitations will be made by the RN and LPN for follow-up work. These visits will provide an opportunity to discuss the causes of such sicknesses as diarrhea, thrash, malnutrition, and impetigo. Mothers will be shown ways to prevent such diseases. Immunizations for the children will be given.

6) Health instruction and programs will be scheduled quarterly and coordinated with home and family life training. The nurses will provide nurses aide triaining for those who qualify.

7) Regular daily sick calls have averaged about 280 per month over the past year. While such frequency may seem excessive, the visits are encouraged since contacts with the medical unit improve health habits and increase awareness of the importance of good health.

9. Program Support

Personnel and other administrative services are handled both by CADA and the contractor as appropriate to each organization. Other program support activities are described in section 8 Program above.

10. Research/Evaluation

The primary emphasis at CADA-FDP is as an operational program aimed at providing maximum help to the target population. Evaluation is by site visit and limited participant follow-up. These evaluations are primarily summative in nature.

The most comprehensive evaluation of the project will be conducted by the Family Development Project Committee of the CADA Board of Directors. This committee is charged with the responsibility for evaluation and monitoring of the project each six months. Composition of the committee is broad with representatives of the poor, the private sector and public agencies. A CADA staff member serves as coordinator for the committee.

For the technical aspects of the training project that are contracted to RCA, the contractor is responsible for on-going, in-house evaluation of the project and for a written annual report. OEO Migrant Division will also evaluate the effectiveness of the project on an annual basis.

The CADA Committee evaluation will include on-site visits to the project during which program participants will be interviewed. Participants also contribute to the evaluation by the OEO Migrant Division.

No formal cost benefit analysis has been done, nor has any recent job market survey been conducted. There is little or no program documentation.

All graduates to this point have been placed. There has been approximately a 10% drop-out rate in the residential program.

11. Cost

The following cost analysis done by RCA prior to last March was an estimate of training costs only. The specific ground rules for determining the basis of the costs were not obtainable. Note the difference between the total for this cost analysis of $272,311 and the actual funding level of $961,000.

FIGURE 1

COST PER HEAD OF HOUSEHOLD PLACED

	Yearly Cost
Personnel	$ 91,755
Payroll Taxes	4,955
Fringe Benefits	10,644
Education Program Management	1,835
G & A	12,442
Fixed Fee	7,634
Consumable Supplies	14,100
Vocational	2,926
ABE	
Other Costs	
Utilities for TV Shop @ $75/Max 12	900
Utilities for Classroom Bldg. @ $10/Max 12	120
Subtotal	$147,311
Costs Paid by CADA	
Rent & Utilities on Planters Bldg.	8,000
Stipend - 50 Families @ $45/wk. x 52	117,000
Subtotal	$125,000
GRAND TOTAL	$272,311

Number of Heads of Household Slots -- 50
Percentage Placed -- 100%

Average Length of Stay -- 8 Months or 2/3 Year

Cost per Placement (Head of Household) $272,311 + 50 x 3/2 = $3,631 *

* Computed on the basis of the actual funding level of $961,000, this figure would be $12,813. Any capital outlay costs included in this figure should, however, be amortized over time and would result in a reduction in the amount. Start-up costs for the Program are not available but would also alter the figure as would assistance in lieu of finances.

Family stipends are provided in accordance with the following schedule:

1) *Head of Household $29/week*
2) *Each Dependent $5/week*
3) *Maximum $54/week*

In addition, families are provided (at no cost to them) with:

1) *Housing and utilities*
2) *Medical Insurance*
3) *In and Out relocation cost*
4) *Household furnishings (if necessary)*
5) *Emergency medical and food assistance*

Stipends are based upon a 40 hour week put in by the head of household. Research and evaluation costs are not computed nor collected separately.

12. Relationship With Other Agencies

Other agencies in the community are used to assist the program. In general, these agencies are in the social welfare business and are used to assist participants. In one case, the local technical institute uses the CADA-FDP instructional facilities to offer evening classes to the local community. The classes are open to participants as well.

a. Agencies Used

1) *Technical Institutes:*

Vocational Skill Training and Adult Education

2) *Compensatory Education (ESEA)*

Reading Programs
Dental Care for school age children
Physical Examinations for school age children
Nutrition program including hot meals
Clothing Project

3) *Health Departments*

4) *Mental Health Clinics*

5) *Department of Social Services*

Food Stamp and Surplus Commodities Program
Medical Care Assistance

6) *Vocational Rehabilitation*

Special Vocational Training

7) *Employment Security Commission*

Research and Statistics

The project maintains a reciprocal referral arrangement with the agencies listed and utilizes services of the agencies for which trainee families qualify.

b. Arrangements With Agencies to Coordinate Activities

Through membership on the CADA Board of Directors of representatives of various public agencies, a formal relationship between the project and those agencies is established. The Project Director is responsible for coordination of project activities with programs of other agencies. Day to day coordination is delegated by the Project Director to appropriate staff personnel at the project.

Close coordination between the project and local technical institutes has been achieved and will continue. The institutes utilize project facilities to provide vocational and ABE training. In addition, the project has an agreement with the institutes to consider referrals for training.

13. Plans For Continuance

The Migrant and Seasonal Farm Workers Association, Inc. (M&SFA, Inc.) will shortly become the offical grantee and is in the process of submitting an application to the OEO for a grant for the period of March 1, 1973, through February 29, 1974. It is presently anticipated that the grant will be approximately $900,000 -- $950,000 dollars. Commencing with the above new grant period, RCA will be phased out and the M&SFA, Inc. will operate the entire program: Selection and Recruiting; Family Residential Center; and Placement and Follow-Up.

The program will be expanded to include the entire state of North Carolina as the selection area. Participants will continue to be placed primarily in North Carolina and nearby Virginia.

The general nature of the program will continue to be the same, although it is possible that the radio and television technican training program may be discontinued. M&SFA, Inc. plans to increase the amount of participants over the present fifty or so families per year. The exact target number is currently being determined.

M&SFA, Inc. has apparently developed sources of funds other than OEO. The sources and amount are not known. With the recent changes within OEO, this becomes an important question.

REFERENCES

1. "CADA-RCA Grant Application, March 1, 1972," to OEO.

2. Personal visit to CADA-RCA by Mr. Frank Diaz, Mountain-Plains Consultant, December 14, 1972. Tour and contacts with Mr. Eugene R. Jones, RCA Program Director, Mr. Tommy Peterson and Mr. William Shipes, of the Migrant and Seasonal Farm Workers Association, Inc.

3. Personal visit to OEO Migrant and Seasonal Farm Workers Branch by Mr. Frank Diaz, Mountain-Plains Consultant, December 8-19, 1972. Contacts with Mr. Arnold Baker.

MANPOWER EDUCATION AND TRAINING, INC. (MET)
105 East Houston Avenue
Cleveland, Texas 77327

Deputy Director
for Operations - Mr. Frank Acosta

Mission: Manpower Education and Training (MET) is a national demonstration model of the total family residential relocation concept. Its purpose is the economic upgrading of the disadvantaged and low income persons through job directed education and training culminating in gainful employment.

1. History

MET received its initial funding in 1964, under the corporate name of SET (South-East Texas). In 1968, the program expanded into Louisiana and its name became LASET. In that same year, Manpower Education and Training, Inc. was incorporated. Until 1971, MET efforts were concentrated on job-related basic education and vocational training offered to seasonal farm workers in four training centers in Southeast Texas and Louisiana. A staff of 30 provided these services.

Three years ago, one of the MET centers in Southeast Texas initiated a pilot mobility project, which brought 55 migrant families from the Rio Grande Valley, an area of high unemployment, and relocated them in Southeast Texas. MET is presently expanding this effort. By July 1, 1972, two base-area centers were to open in Rio Grande Valley area. By August 1, 1972, staff were to report to a family residential center in Southeast Texas for training.

2. Governance

MET is a private non profit corporation headquartered in Cleveland, Texas. Its Board of Directors consists of 23 community leaders from all areas served by the Corporation.

3. Location

The two permanent base area centers are at Eagle Pass, Texas, and Laredo, Texas, in the Rio Grande Valley. The residential center is 600

miles away near Goodrich, Texas, in the Houston area. In the Rio Grande Valley, one half of the total population consists of Mexican/American migrant and seasonal farm workers. The unemployment rate in the Rio Grande Valley runs about 20%.

4. Facilities

Facilities of the residential center in Goodrich, Texas, will include 40 three-bedroom mobile home units for the participant families, an administration-pre-vocational training building, a remodeled four-classroom school building, a recreation hall, a day care center, and a washateria.

5. Management/Staffing/Budget

The administrative staff of MET includes an executive director, a financial officer, a program evaluation and development specialist and a housing specialist. Eighty percent of the staff in all phases of the program will be bilingual and bi-cultural. All instructors must be certified by the State of Texas. Para-professional personnel will be selected from the target population whenever possible.

6. Target Population/Capacity

The target population is almost entirely Mexican/American. Eligibility is determined in accordance with MDTA guidelines for certification as a migrant worker and administered by the local Texas Employment Commission office. Eligibility criteria include:

A. *Families must have left the home base area to participate in farm work which is too far away to allow daily commuting from job site to home base;*

B. *Families must have migrated the preceeding year in search of farm work;*

C. *Families must have expressed a desire to settle out of the migrate stream; and*

D. *Families must meet the appropriate disadvantaged criteria of the OEO Act of 1964, (refer to FM 44-69 "Uniform Standards For Applying The Definition Of The Term Disadvantaged Individuals").*

Priority is given to migrant families with two working members who can participate in the program. This could include, but is not limited to, husband and wife participation.

A total of 275 families (a minimum of 360 training participants) will be recruited in the base area (Rio Grande Valley) and moved through the phases of the program to final resettlement and placement on a job during the first program year. The families will consist of two distinct groups: *(a) those whose head-of-household has already recieved skill training in the base area from other vocational training programs and (b) those whose head-of-household requires skill training. Relocation of families whose head-of-household already possesses job skills is necessitated by the fact that the Rio Grande Valley area has a surplus of trained individuals.*

7. Recruitment/Selection/Placement

The MET program consists of three phases. Phase I involves family recruitment, assessment, orientation, initial educational and pre-vocational training and preparation for relocation, conducted on site at the participant's home base area. Families will be moved to the intermediate phase only when concrete job and housing openings have been assured in the demand area in Eastern Texas. Phase II activities include training, counseling, and community involvement at the MET residential center in Goodrich. Phase III then includes relocation and placement in gainful progressive employment and continuing follow-up activity for up to two years. Placement includes assistance with housing and other community transition, as well as employer liaison.

Recruitment will occur in the base area, i.e., the Rio Grande Valley. Recruitment will occur through referral sources, such as local community groups, manpower development programs, farm labor services, and the Texas Employment Commission. In addition, mass-media publicity will be utilized. An initial total family interview will be held following referral in order to inform the family of the program and to determine if the family seems committed toward the program and relocation. The Texas Employment Commission will screen applicants for eligibility, according to the guidelines noted above. Those families selected by the program will then undergo comprehensive vocational testing and assessment regarding ability, aptitude, and integration of personality. This information will form the basis for a personalized plan for that family's interaction with the program.

MET will then make arrangements to relocate the family to the residential center. Family relocation expenses are paid by MET. MET staff supervise the relocation process and travel to the residential center with groups of families, remaining until smooth transition is attained. The trip Northeast is made in automobiles with trucks on hand to transport large items.

Placement and resettlement of participant families will occur primarily in the Southeast Texas area. Emphasis will be place upon relocating participants to rural areas wherever feasible. MET is also exploring the possibility of developing linkages with other migrant grantees throughout the country in order to expand placement possibilities. Moving expenses involved with placement will be paid by MET. A relocation allowance, including the first month's rent, utility deposits, and sustenance until the first paycheck is received, will also be provided by MET. High-intensity supportive services will continue for a minimum of six weeks after placement to insure maximum chance of placement stability. Follow-up services will continue on a need basis for up to two years. Follow-up services will include a programmatic dimension and a statistical or evaluation dimension. The programmatic dimension of follow-up will deal with total family adjustment to the employing community. Services will include continued counseling, assistance in locating day care and school programs and an introduction to the community social, service, and governmental agencies. Statistical follow-up will involve periodic contacts (at 30, 60, and then 90 day intervals) over a period of two years.

8. Program

The programmatic objectives of MET are:

1. *To enable migrant farm workers to break the migrant cycle completely and conclusively by involving total families in a comprehensive relocation and employment program that considers all family members as integral parts of the effort to abandon the migrant stream.*
2. *To create a model for meeting the relocation needs of the geographical areas involved, the assimilation needs of families being relocated and communities being influenced by relocations, and the changing life style needs of migrant and seasonal farm worker participants. Outstanding features of the model concept are: consideration of the total migrant family, provision of an intermediary residential phase, and inclusion of comprehensive follow-up supportive services in the total program.*

3. *To serve as a catalytic agent in stimulating cooperation and coordination among local, state and federal manpower resources in order to effect the most efficient provision of services to the target population.*

While residing at the center, the participant is prepared, through job related training and counseling, to assume a permanent position in the East Texas area or in another job demand area which has been previously selected. His family receives counseling, health, day care and other developmental-exposure that will support their aculturation into the employing community.

The families will consist of two distinct groups: *(a) those whose head-of-household has already received skill training in the base area from other vocational training programs, and (b) those whose head-of-household requires skill training.* It is estimated that of the 275 families who will be resettled during the first program year, 150 of these families will have a head-of-household who already possesses a job skill. These "skilled" participants and their families will remain an average of one month in Phase I and one month in Phase II before placement in the demand area. While in the program, these participants will be given whatever instruction and counseling is necessary to insure their successful relocation and placement. This will include basic education, language training, and supplemental world of work training, as well as intensive counseling and orientation toward relocation. The approximately 125 "unskilled" families handled during the first year will remain for an average of two months in Phase I and two months in Phase II. Unskilled participants will be given a combination of basic education and pre-vocational training. All education and training will be designed with the primary goal of job placement in mind. Unskilled participants will then move into Phase III and be placed in on-the-job training slots. These may be either special OJT programs contracted by MET, or they may be existing training programs established and conducted by the employer at his expense. Every effort will be made to place participants in slots funded by NAB JOBS programs.

Some training will be provided during Phase I at the base area location. Offerings will include job-related basic education, pre-vocational training, and training for relocation. As in all phases of the program, each participant's training plan will be based on his individual needs and total family goals. An individual portfolio will be maintained on each participant family. This file will be the major resource for counselors working with each family throughout its stay in the program. Participants will be assessed on a monthly basis to determine progress and consider changes in the employability plan.

The average participant will receive four hours per day of job-related basic education. This figure will increase or decrease depending upon the amount of training received prior to entry into the program. "Unskilled" participants will receive approximately 320 hours of job-related basic education throughout their tenure with the program. Job-related basic education will encompass computation and communication skills, English as a secondary language, and preparation for the GED examination where applicable. Special curriculum topics treated during one hour of each day will include Civic Education, Public and Service Institution Information, Cultural Reinforcement, Budget Planning and Consumer Education, Health Instruction and reinforcement concerning the value of continued education.

The "unskilled" participant will also receive three hours per day of pre-vocational training for a program total of 240 hours. Pre-vocational training will cover world of work attitude/habit formation and vocational exposure. Of particular concern will be employer-employee relationships, punctuality, grooming, and safety instruction. Elementary vocational skills will be imparted, to include familiarity with essential tools and machinery, and adequate specific exposure will be made to potential job slots.

Training for relocation will attempt to condition the participant family to the way of life it may expect upon relocation to East Texas. Successful previous relocatees and community leaders will visit the base area and provide detailed first-hand information on demand area characteristics.

Intensive counseling will be an integral part of the entire program for all family members. Techniques will include group counseling, individual counseling, crises counseling, vocational guidance and home management consultation. During the family stay at the residential center, a heavy emphasis will be placed upon community involvement.

Day care services will be provided through existing facilities when both man and wife are participants in the program. In those cases in which day care services are not available to the program on a cost-free basis, MET will sub-contract for these services. A child development specialist will supervise developmental programs in the day care center. Participant wives will be employed as day care aides. Educational and recreational youth programs for school-aged children will be conducted after school and during the summer by the child development specialist and counselor. The counselor will be responsible for all matters concerning the education of school-aged children. The counselor will serve in a tutorial role while the children are in the base area. He will then assist

them in making the transition from familiar schools to the new setting. MET has arranged through the Texas Education Association for special migrant funds for the impacted area school districts. These funds will provide additional qualified resource staff to assist the schools at the residential site in meeting the needs of migrant children.

Physical examinations will be provided through MDTA Title I and II funds for all members of the family. Preventive and clinical health services and minor dental repair will be available at the base area as they facilitate entry into the relocation program. At the residential center, a full time registered nurse and nurses aide will provide routine health care. More serious medical problems will be handled by local physicians on a contract basis.

9. Program Support

Administrative services will be provided in-house through the Cleveland, Texas, office.

10. Research/Evaluation

An analysis was first done of manpower needs in the East Texas area. Sources used included the U. S. Department of Labor, Texas Employment Commission, and the Chamber of Commerce in addition to interviews with a representative sample of prospective employers. Unemployment was found to be 3 to 5 percent as contrasted with 20 percent in the base area.

A research component, designed and supervised by a statistical follow-up specialist, will be built into the program. The detailed file that will move with the family through the three phases of the program will provide the major source of data. In addition, employers and employees who are graduates of the program will be interviewed in order to document: characteristics of successful retention on the job; attitudes of employee and employer; salary and advancement progression; and employee efficiency on the job.

Performance standards will be used as guides for assessing project operation. Minimum standards for program operation have been set in the areas of pre-enrollment, training and employability, job entry, completion, family performance standards, financial management, and staffing. Monthly reports will be made to the sponsoring agencies concerning the attainment of these performance standards.

11. Costs

During fiscal year 1971, MET had two major supporting agencies, the Office of Economic Opportunity and the Department of Labor. During that year, OEO provided $800,000 for construction, administration, and support services. The Department of Labor provided $930,000 for training-related costs and relocation costs.

Participant families will receive trainee allowances in addition to other support, such as relocation and health services.

Forecasted costs per family for MET are right now being prepared by OEO Migrant and Seasonal Farm Workers Branch.

12. Relationship With Other Agencies

MET is a member of the Manpower Area Planning Council. It has contacted the Texas Education Agency and is communicating with that agency concerning the potential use of State education funds. The Texas Employment Commission is identifying and certifying participants and is aiding and developing NAB JOBS placements in Phase III. Farm Labor Services in the base area is providing information on the migrant workers' situation. Finally, training agencies in the base area, including Laredo Junior College, are assisting in recruitment and in providing basic education to potential participants.

13. Plans For Continuance

Indications are that OEO planned to fund MET through another year. With the changes to OEO, the future of MET becomes unclear.

REFERENCES

1. "Total Family Relocation Program," A proposal to the migrant manpower unit of the Rural Manpower Services, U. S. Department of Labor, submitted by Manpower Education and Training Incorporated, February 18, 1972.

2. Personal visit to OEO Migrant and Seasonal Farm Workers Branch by Mr. Frank Diaz, Mountain-Plains Consultant, December 8-19, 1972. Contacts with Mr. Arnold Baker.

PROGRAMS SPONSORED BY BUREAU OF INDIAN AFFAIRS

United Tribes Employment Training Center
Bismarck, North Dakota

Roswell Employment Training Center
Roswell, New Mexico

Madera Employment Training Center
Madera, California

UNITED TRIBES EMPLOYMENT TRAINING CENTER (UTETC)
Route 1, Box 166
Bismarck, North Dakota 58501

Director - Mr. Warren W. Means

Mission: The program mission is to provide the American Indian with an opportunity to obtain the necessary technical knowledge and living skills to allow him to compete, win and hold continuous employment.

1. History

In late 1968, the Lewis and Clark Job Corps Center, located at Fort Lincoln, south of Bismarck, North Dakota, was closed. United Tribes of North Dakota arranged through the BIA to take over the Job Corps Center as an employment training center. Bendix Corporation was the successful bidder for this project and in August, 1969, the United Tribes Employment Center began operation. Two years later, Bendix phased out of the operation of the training center and the United Tribes Employment Training Center became the first all-Indian operated center of its kind in the United States.

2. Governance

The UTETC is operated by the United Tribes of North Dakota Development Corporation Board of Directors. This is an all-Indian Board. The UTETC is funded by the BIA.

3. Location

The UTETC is located at Fort Lincoln, south of Bismarck, North Dakota, and utilizes an abandoned Job Corps Center.

4. Facilities

Two dorms are provided for single students. There are two to four students per room. For married students, housing of two and three bedrooms is available on Center. Other facilities include an Administration building, and Education building, Security, five Vocational Education buildings, a Canteen, a gym and swimming pool and a cafeteria.

5. Management/Staffing/Budget

The administration of UTETC consists of a Director, Assistant Director, Support Service Manager, Community Life Manager, Education Manager, and Placement Manager. Approximately 60% of the staff and management is Indian.

UTETC includes a Division of Personnel, a Division of Public Relations, and the four programmatic Divisions of Education, Community Life, Placement, and Support Services. Education includes Adult Basic Education, Personal Development, Vocational Education, Child Day Care Center, and Curriculum Development. Community Life includes Security, Recreation, Central Records, Dispensary, Housing, Alcohol Counseling and Chaplain. Placement includes Social Services and Job Placement. Support Services includes Cafeteria, Safety, Transportation, Procurement, Property and Supply, Building and Grounds Maintenance and Finance.

6. Target Population/Capacity

The UTETC serves the national Indian community. Selection criteria include:

a. *Primary consideration will be given to applicants who are one-fourth or more degree of Indian blood, but applicants of less than one-fourth degree of Indian blood who are on tribal rolls will be given consideration.*
b. *Applicants must be at least 18 years of age.*
c. *Primary consideration will be given to applicants who do not possess an occupational skill that would enable him to obtain a self-sustaining wage for himself and family.*
d. *Single women, wives and solo parents must not be pregnant.*
e. *Family units must have a marriage license as proof of being legally married, and solo parents previously married must have proof of separation or divorce.*

New students arrive on a particular day each month. Currently, 33 families, 13 solo parents and 55 single students are enrolled.

7. Recruitment/Placement

Tribal councils, State Employment Offices, County Welfare Offices, etc., refer prospective applicants to BIA Direct Employment Assistance Offices. There are, in addition, full-time recruitment staff operating in North and

South Dakota. A placement department does both job development and counseling, in addition to assisting the graduate in getting to his job destination and helping him get off to a good start. Periodically throughout the first year the student's counselor visits him and assists him in succeeding in his work. Other follow-up is accomplished by the BIA through their local agencies.

8. Program

The UTETC concentrates on job entry skills. Adult Basic Education, Personal Development and Vocational Education are offered. Adult Basic Education programs are available at four levels from non-reader to 12th grade. The programs are individualized. Emphasis is placed upon achievement of the GED certificate. Personal development courses assist families in Social and Cultural Development. Courses offered under Personal Development include Basic Law and Income Tax, Consumer Education, Indian Culture, Drivers Education, Family Living, Foods and Nutrition, Home Management, Personal Grooming and Art. In Vocational Education, preparation areas offered are: Human Services, Food Services, Nurses Aide, Automotive, Business/Clerical, Welding, Auto Body Repair, Police Science and Building Trades. On-the-job training is an integral part of the occupational preparation.

Supportive programs are also offered. The Child Development Center cares for and assists in the development of pre-school children. There is a nursery program for babies from 8 weeks to 2½ years of age, a pre-school program for children up to 4½ years of age, and a pre-school program for children 4½ years of age to school age. During each summer an enrichment program is offered for school-age children of trainees. Counseling is provided by ten full-time counselors. A Curriculum Development Specialist assists the staff in remaining current.

Within the Community Life area, the Recreation Department provides entertainment and activities including ceramics, arts & crafts and a Canteen. A dispensary staff of two nurses is available on Center. Medical and dental services are contracted with the local clinics and hospitals.

9. Program Support

Administrative support services include Cafeteria, Safety, Transportation, Procurement, Property and Supply, Buildings and Grounds Maintenance and Finance. Through the cafeteria, meals are provided for all the single trainees and for the children attending the Child Development Center.

10. Research/Evaluation

During FY 1972, UTETC served 455 students (married and unmarried) with 129 (28%) discontinuances, 151 (33%) completions, and 88 (58%) of those completing placed.

11. Costs

For FY 1972, UTETC received funding of $1,536,000 from BIA and $232,000 from the Department of Labor. For 455 students served (married and unmarried), this is $3,900 per trainee served (not including start-up and some unknown other costs) and $20,090 per placement.

12. Relationship With Other Agencies

The BIA provides referrals and follow-up through their local Indian agencies.

13. Plans For Continuance

The BIA is emphasing the provision of funding directly to the tribes in order to encourage local planning and decision-making. Since UTETC is quite close to the pattern the BIA is striving for, it appears that UTETC may continue.

REFERENCES

1. "Planning Grant for Development of Glasgow AFB as an Education Community," Office of Education, Bureau of Research, September, 1971.

2. United Tribes Employment Training Center, Descriptive Literature.

3. Personal visit to BIA by Mr. Frank Diaz, Mountain-Plains Consultant, December 8-19, 1972. Contacts with Mr. Albert Trimble. Major document cited "Cost Comparison, Residential Training Centers, Fiscal Year 1972."

ROSWELL EMPLOYMENT TRAINING CENTER (RETC)
Box 6759
Roswell, New Mexico 88201

BIA Training
Center Coordinator - Mr. Howard Mackey

Thiokol Chemical
Corporation - Mr. Rod Starkey

Mission: To prepare American Indians to enter the mainstream of modern life as employable, productive workers, able to cope with the many problems of living.

Note: *At the time of this study, RETC was being phased out. Its enrollment was only half of its peak enrollment. Its Police Academy was closed.*

1. History

The Roswell Employment Training Center began its pilot phase in September, 1967. Its operational phase began in March, 1968. However, the foundations of the project at Roswell were laid during World War II when the Bureau of Indian Affairs set up offices in large cities around the country in order to employ American Indians in defense work. Out of these experiences grew the Direct Employment Assistance Progarm of the Bureau of Indian Affairs. In the 1950's, it was determined that a large group of hard-core reservation Indians were still not being served. Therefore, such projects as this one at Roswell, the Employment Training Center at Madera, California, and the United Tribes Employment Training Center at Bismarck, North Dakota, were established.

2. Governance

The Thiokol Chemical Corporation has a direct contract with the Bureau of Indian Affairs to operate the Roswell Center. An Industrial Advisory Council consisting of representatives of various businesses and industries in the Roswell area at one time existed to advise the Center Director. However, this Council has ceased to function. A student government committee concerns itself with rules of conduct, the dismissal process and peer group discipline.

3. Location

RETC is located on an abandoned SAC Air Force Base near Roswell, New Mexico. The population of Roswell is approximately 40,000. The Strategic Air Command has plans to return to Roswell Air Force Base and make of it a satellite, much in the same manner as is planned for GAFB. The Base is located six miles from the city of Roswell.

4. Facilities

Roswell Air Force Base is a six square mile facility, shared by RETC with other agencies such as the GSA, the Levi Straus Company, the Krebbs Company (which makes Christmas decorations), Eastern New Mexico University, and the Roswell Municipal Airport Authority. The BIA leases their part of the facility from the City of Roswell. The City of Roswell provides certian services to the RETC, such as utilities, maintenance, police protection and fire protection. RETC is almost entirely self-contained - that is, housing, childcare, and an on-center outpatient clinic, along with most educational programs, are all within the confines of the installation.

5. Management/Staffing/Budget

RETC is organized under a Center Director with three divisional directors. These direct the Divisions of Finance and Administration, Group Life, and Educational Development. Finance and Administration includes plant maintenance, accounting, student records, data processing, reproduction, communication and transportation. Group Life includes counseling, childcare, living skills, summer enrichment, the outpatient clinic, security, and recreation. Educational Development includes basic education, vocational education, and the library.

There were at the program's peak 160 staff members, primarily non-Indian. The student/staff ratio was 3.1, including children.

6. Target Population/Capacity

RETC is open to the national Indian population. The only blood requirements are those imposed by the Federal Government - one-quarter Indian blood or more, or tribal enrollment for the family bread winner. An additional requirement of the BIA is that 60% of enrollment be drawn from the four-state region, including Arizona, New Mexico, Colorado and Utah. Selection criteria are minimal, stipulating only that the student must have attained no more than a ninth grade education and must be

between the ages of 18 and 35. The average student reading level is at the 4.5 to 5th grade level.

The student capacity at RETC was 370 students at its peak in fiscal year 1972. This included 40 persons in a police academy program. Broken down according to families, etc., there were 85 two-parent families, 60 solo-parent families and 150 single persons, plus the 40 police cadets. Only adult family members were counted as students.

7. Recruitment/Placement

No recruitment is done by the Center. Recruitment and selection occurs on each home reservation through the Direct Employment Assistance Offices of the BIA. Tribal authorities have the opportunity to make referrals. Within RETC an enrollment committee was organized to pre-acquaint the contractor with the people who were coming in as students.

RETC is an open entry/open exit program, with students coming and going all the time. There are no specific starting or ending dates for the courses.

As with selection, placement occurs primarily through the offices of the Department of Employment Assistance of the BIA. An on-center job development and placement office, operated by the Contractor, places those graduates interested in remaining in the Southwest. Recruitment and placement have not worked as well as desired, due to problems in communication among the widely spread offices of the Department of Employment Assistance.

Placement success has been greatest with solo parents. Within two-parent families, the employment rate of spouses has been initially low, but has risen surprisingly after one year. Spouses seem to wish to organize their families before seeking employment. There has been nearly one hundered percent placement of Police Academy graduates. This was due largely to the fact that in most cases pre-arrangements had already been made for these graduates to return to tribal and rural locations as police officers.

8. Program

Upon arriving at RETC, the student goes through one week of orientation. From that point forward, he experiences approximately a half day of basic education and a half day of vocational training. An orientation instructor prepares a comprehensive plan for each student and monitors it.

Both husband and wife are involved in the program six hours each day, from 9 a.m. to 3 p.m.

Basic or developmental education is individualized and related to specific vocational areas. The team approach to assessment of progress is stressed. The vocational training program is also individualized. Areas of preparation include: food processing, reproduction, clerical trades, technical trades, auto welding, auto mechanics, custodial child care, nurses aide and service trades. On-the-job training for nurses aides and electronic assemblers is available in Roswell. Both the husband and wife must take vocational training. Also included within the Roswell program was a Police Academy, offering a twelve week course of training. This academy is no longer functioning. Vocational training is modular, that is, the trainee may develop competencies at increasing job levels. At any level he is prepared to enter employment.

Supportive programs are also available. These include social and home management programs, such as grooming, personal hygiene, family planning, nutrition and cooking, use of governmental agencies, budgeting, purchasing, and home maintenance. A home maintenance counselor is available to assist in and teach minor maintenance in the home. A counseling program is also available. Counselors serve as tutors to teenage children where a need is identified. The counseling program has done work in alcoholism, marital counseling, and group counseling. At one time a clinical psychologist was available on a consultation basis from the city of Roswell. A child development center offers child care and child development classes to infants, toddlers, and pre-schoolers, and some parent education. A summer enrichment program, available to all school-age children, offers half-day recreation and half-day tutoring. A recreation center and program offers arts and crafts, a swimming pool, a gymnasium, and several large outdoor recreation areas. Many sports and group outings are offered.

Occupational training of students is pre-selected by the student before he arrives. The orientation counselor then develops the educational program for the student. Therefore, no occupational guidance service has been developed.

The average length of stay at RETC is eight and one-half months. Accomplishment determines graduation. It is possible for a student to leave the center and then return. Sixty days before completion of training, the student enters a phase-out stage. This stage is conducted by the orientation staff. Emphasis is placed on manners, job interviews, budgeting and relocation. The student travels to interviews with

employers. Expenses for interviews and all other travel to and from the center is borne by the Bureau of Indian Affairs.

9. Program Support

General administrative services are carried out by the contractor, Thiokol Chemical Corporation. Curriculum and other instructional materials have been purchased whenever possible. RETC has not felt a need to develop their own materials, since their major interest has been in vocational training in those areas where materials are already developed and available.

10. Research/Evaluation

RETC has a one year follow-up responsibility. These follow-ups are conducted by mail with a return of approximately 60%. At one time, $5 was offered per response, but did not increase the return. This payment has been discontinued. At the present, some contacts are being made by telephone. The major question asked is whether the graduate is employed. During FY 1972, RETC served 958 students (married and unmarried) with 167 (17%) discontinuances, 474 (49%) completions, and 325 (69%) of those completing placed. Mr. Mackey observed that it typically takes up to a year after placement of a family before the wives go to work. The employment rate of spouses has risen steadily past this point. The total placement percentage may therefore rise somewhat.

11. Costs

Stipends to students are $30 per month for a single person, $105 for a couple, $172.50 for a family of three, and $297.50 for a family of six. A $60 clothing allowance is allowed per adult upon entry. Single students eat at the cafeteria at no charge. There is no rent charged for housing. Medical costs are paid by the BIA. These run about $150 per person per year. A medical insurance program was provided at one time, but was misused and dropped.

During FY 1972, RETC received funding of $3,551,000 from BIA. For 958 students served (married and unmarried), this is $3,707 per trainee served (not including start-up and some unknown other costs) and $10,926 per placement.

12. Relationships With Other Agencies

RETC is utilizing several agencies of the BIA, but otherwise has few offiliations.

13. Plans For Continuance

The center will probably be phased out by the end of June, 1973. Should the project continue, it would be carried out under Indian management. The recent Bureau of Indian Affairs policy of returning decision-making to reservations and to the tribes so as to provide increased self-determination and management is the cause for the move to close the center.

REFERENCES

1. "Planning Grant for Development of Glasgow Air Force Base As an Educational Community," Office of Education, Bureau of Research, September, 1971.

2. "Arizona Job Colleges, Inc., First Year Evaluation," submitted to The Office of Economic Opportunity by Systems, Science, and Softwear, Inc., September, 1971.

3. Personal visit to RETC by Dr. T. R. Flores and Mr. Pete Grossmann, Mountain-Plains staff members, December 12, 1972. Tour and contacts with Mr. Howard Mackey, BIA Training Center Coordinator, Mr. Rod Starkey, Thiokol Chemical Company, and various instructors.

4. Personal visit to BIA by Mr. Frank Diaz, Mountain-Plains Consultant, December 8-19, 1972. Contacts with Mr. Albert Trimble. Major document cited "Cost Comparisons, Residential Training Centers, Fiscal Year 1972".

MADERA EMPLOYMENT TRAINING CENTER (METC)
Madera, California

General Administration
Support Services Manager - Mr. Bill Brugier

Surplus Equipment Repair
Program Manager - Mr. Moline Malacay

Mission: To equip male head-of-household Indians with a job skill which will permit them to earn an adequate living in or near their home environment.

To repair government-surplus heavy transportation equipment for use on Indian Reservations.

1. History

METC was originally patterned after the Roswell Employment Training Center. The original contract was let to Philco-Ford, and the program starting date was April, 1967. METC at that time offered Basic Education, Vocational Education and Family Education. All family members participated, staying an average of five months, with readiness to graduate determined by achievement evaluation. In 1971, the Bureau of Indian Affairs, in keeping with its newly-formulated policy of placing control of Indian-oriented projects in Indian hands, solicited bids for Indian organizations to undertake management of the Madera facility. A contract for General Administrative Support Services (GASS) was granted to American Indian Enterprises, and a separate contract for instruction in the Surplus Equipment Repair Program (SERP) was awarded to the Inter-Tribal Council of California. Both contracts are for a period of one year and expire June 30, 1973. There is still another instructional contract with the Federal Aviation Administration (FAA).

2. Governance

There are no organizational ties between the two contract holders. Each operates independently within its defined sphere of activity under a manager. Agency supervision is exercised by the BIA regional office in Los Angeles, and each manager reports independently to the BIA officer charged with the responsibility for the Madera project.

3. Location

The project is located on a former radar site, now owned by BIA, in Madera, California, in a rural setting some 5.5 miles from a major north-south freeway, and approximately 7.5 miles from the town of Madera. The city of Fresno is approximately 30 miles distant.

4. Facilities

Potential facility capabilities include housing, child care, recreation, medical and vocational. Three dormitories for single men and women, four apartments for solo parent families, and 27 family houses comprise on-site residential capacity. Total facility acreage is 56. However, the BIA maintenance contract covers only selected facilities, and many of the buildings are currently locked, unused, and not maintained. Presently in use are two small buildings, serving as administrative headquarters for each of the contractors, a small building where aviation electronics classes are held, a large garage where heavy equipment mechanics training is conducted, a dining room-snack bar, about half of one dormitory, the 27 family houses, and a small teen-age recreation room in one of the closed Philco-Ford family centers.

5. Management/Staffing/Budget

Each contractor is represented by a project manager. Administrative staff number 40. There are 5 staff instructors in the Surplus Equipment Repair Program and two instructors provided by the FAA for that portion of the program. Student to instructional staff ratio is 8 to 1. With the exception of the FAA instructors, instructional and administrative staff are Indian.

6. Target Population/Capacity

The Madera project was opened to the Indian population of the United States. Primarily, students came from the California tribes and from a few of the Southwest reservations. Ten of the 17 FAA trainees are Alaskan Indians. Since the project is now operating on a one-year contract and with a 12 month training cycle, only one initial input of participants was programmed under the new management. Potential capacity of the facility is 250. However, the BIA contract calls specifically for 40 SERP trainees and 17 FAA trainees. Of this number, families are limited to 27 by available housing.

7. Recruitment/Placement

The 40 Surplus Equipment Repair Program trainees were selected by the various BIA Employment Offices. No formal selection criteria were established for these trainees or for their families, other than those imposed by limitations of physical plant or severe applicant health or disability problems. No placement mechanism exists as yet for these 40 trainees, although it is expected and planned that they will return to their home reservation and there receive assistance in locating employment through the local BIA office. No job development or follow-up is anticipated.

The 17 FAA trainees were selected by the FAA itself, which guarantees placement with the agency at wage grade 5 on successful completion of the training program. General requirements included a high school diploma and aptitude in mathematics and electricity. No project follow-up is anticipated.

8. Program

Programming is directed entirely at male heads-of-household and consists solely of job training in heavy duty mechanics and "FAA Technician Skills". This latter is perhaps best described as electro-mechanics. No training of any sort is available to spouses or children. Project staff have on occasion utilized personal contacts to arrange employment for spouses at nearby Madera. Both training periods are 12 months, and graduation will be conducted on or about June 30, 1973.

The heavy duty mechanic program has dual objectives:

a) Train 40 heavy duty mechanics

b) Repair government surplus equipment, such as trucks, tractors, etc., for subsequent reassignment and use on Indian reservations.

In accordance with the production aspect of the SERP program, their curriculum is frequently governed by the various repair requirements of available equipment. It is assumed that over the course of the year, sufficient diversity and depth will be achieved. The FAA curriculum provides primarily familiarity with, and repair capability on, various instruments and equipment commonly in use in the Federal Aviation Agency. Groundng in basic electrical theory and mechanics is provided.

Each graduate will be given a basic equipment kit on completion. Achievement at completion of the 12 month period will determine placement with the FAA.

9. Program Support

Meals are available at reasonable cost from an on-site dining facility. First-aid and minor medical problems are handled by a staff member with para-medical experience. Buses are made available for transport to Madera, and a fairly active recreational program is sponsored in the evenings and on weekends for participants and families.

10. Research/Evaluation

The project has no on-going research or evaluation design or staff. As indicated, no follow-up evaluation is anticipated, and no formative or summative evaluation is conducted on site. There have been very few drop-outs to date.

11. Costs

The instructional budget for the contract year was $100,000., while the maintenance/general administration figure was $190,000. Cost per trainee is therefore $5,090 for this budget. Recruitment, placement and stipend costs are not included. Each participant receives $1.60 per hour for each training hour to a total of 40 hours per week. A minimal rent is charged by the GASS contractor and varies with the size of the participant's family. Participants may either provide for their own food requirements or utilize the dining hall on site, which provides low-cost meals.

12. Relationships With Other Agencies

Except for BIA assistance, the participation of various Indian groups, and the relationship with FAA, there are no relationships apparent with other agencies.

13. Plans For Continuance

There are no articulated plans at present for continuance beyond the June 30, 1973, end of contract. However, METC is close to the pattern of local control the BIA is emphasizing and there is a reasonable probability that the Center will continue.

REFERENCES

1. Personal visit to METC by Mr. Bruce Perryman and Mr. Dave Coyle, December 12, 1972. Tour and contacts with Mr. Bill Brugier, GASS Manager, and Mr. Moline Malacay, SERP Manager.

2. Personal visit to BIA by Mr. Frank Diaz, Mountain-Plains Consultant, December 8-19, 1972. Contacts with Mr. Albert Trimble. Major document cited "Cost Comparison, Residential Training Centers, Fiscal Year 1972".

PROGRAM SPONSORED BY NATIONAL
INSTITUTE OF EDUCATION

Career Education Model IV
Glasgow AFB, Montana

CAREER EDUCATION MODEL IV
Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana

President/Executive Director - Dr. Robert J. Heger

Mission: MPEEDP, Inc. is a private non-profit corporation whose purpose is to concern itself with educational and closely related socio-economic problems, which are peculiar to the essentially rural regions in the states of Idaho, Montana, Nebraska, North Dakota, South Dakota and Wyoming. The corporation is committed to develop and test the designated fourth national career education research and development model, a residential model in career education with emphasis on the family. The goal of the model is to improve the employability of the participants, defined as people with a low employability potential, and in the process to improve their derived like satisfaction and the socio-economic environment in which they participate.

1. History

In 1968, the Strategic Air Command base at Glasgow was officially closed, leaving a huge complex of housing and other buildings vacant. The availability of these facilities generated a number of suggestions for their effective utilization. A 1970 study concluded that the facilities would be best suited to some type of an educational program. This led to the suggestion that, in view of the facilities available, the base would serve as an excellent site for a family-type educational program.

In April of 1971, the Office of Education of the Department of Health, Education and Welfare authorized a grant in the sum of $4,000,000 for the period ending April 30, 1972, to establish a demonstration program in residential family career education at the Glasgow Air Force Base. Authority for the grant was the Vocational Education Act of 1963, as amended by PL 90-576 of October 16, 1968. Subsequent to the initial notification, Mountain-Plains was designated by the Office of Education as one of four national career education research and development models, and following the establishment of the National Institute of Education in mid 1972, project responsibility for the Mountain-Plains program was assigned to this agency.

The several months following the initial grant notification were devoted to legal processes, initial staffing, facilities identification and other

start-up activities encompassed under the title "Phase I". By the latter portion of 1971, initial family programs had been formulated and staffing was accelerated to meet the needs of the first operational phases of the program. Sufficient building space was available to accommodate the staff, although in some instances it was temporary. Sufficient housing for families in limited numbers was also opened at this time.

In February, 1972, the first of the initial twelve families arrived and by February 28th, all twelve were enrolled. A pilot phase continued then to April 24. Participant build-up continued after this date at approximately five families per week through August of 1972.

Starting in October, 1972, recruitment was accelerated in order to bring enrolled participant families up to the maximum envisioned figure of 200. It is expected that this figure will be attained by the end of March, 1973. Staff build-up was roughly equivalent to that of participant families. Of a projected maximum eventual staffing of 186, by December, 1972, Mountain-Plains staff numbered approximately 175.

2. Governance

Mountain-Plains Education and Economic Development Program, Inc. is a non-profit corporation incorporated in the state of Montana and registered in the states of North and South Dakota, Nebraska, Wyoming and Idaho. Articles of Incorporation were approved and signed on April 6, 1971, by the Secretary of State of the state of Montana.

The Corporation has a Board of Directors consisting of thirteen voting members and two non-voting members. The voting members of the Board are selected on the basis of two from each of the participating states of Montana, North Dakota, South Dakota, Nebraska, Wyoming and Idaho. The members represent a variety of interests and include representation from:

A. The Governor's Office
B. Key State School Officials
C. Chief Vocational-Education Directors
D. Principal Indian Tribes or Tribal Unions
E. Regional Federal Councils (Non-voting)
F. Valley County (Glasgow, Montana)

The terms of Board Members are staggered to avoid loss of continuity. Board Members receive no salary or other remuneration except for per diem and travel costs.

The Board exercises the normal powers of a corporation, including the right to enter into contracts, employ personnel, and to authorize rules and regulations for the operation of its program. The Board, as the policy making body of the corporation, has retained full time staff to carry out its programs. The chief officer of the full time staff is the President/ Executive Director of the corporation, who in liaison with the Board of Directors, establishes and implements corporate policy.

3. Location

The Mountain-Plains Career Education Residential Model is a regional program encompassing the six states of Montana, Wyoming, Idaho, North Dakota, South Dakota and Nebraska. The residential facilities are located at the Glasgow Air Foce Base at Glasgow, Montana. In addition, full time field offices exist in Helena, Montana; Cheyenne, Wyoming; Boise, Idaho; Lincoln, Nebraska; Bismarck, North Dakota; and Pierre, South Dakota.

Mountain-Plains is not the sole occupant and user of the Glasgow Air Force Base. The Strategic Air Command has re-activated the Base as a satellite base and is bringing in several hundred airmen. The U. S. Army has a Safeguard Supply Depot at the Base. Three other corporations, AVCO, Tumpane Corporation, and Singer-Graflex, are using Base facilities. In addition, there are several local contracted services on Base and a number of persons who live on Base, but who are employed elsewhere. Mountain-Plains accounted for an even smaller proportion of the Base population by the close of 1972. The United States Air Force remains the Base host.

Mountain-Plains' isolated location in relation to population centers, participant supply, industry, and transportation present real disadvantages. For reasons of remoteness, normal commercial relations are subject to unusual difficulties and delays. A problem faced in the recruitment of competent staff has been the reluctance of professional people to locate in Glasgow. Distances (600 - 1,000 mile round trip cycles even within the state of Montana) limit the practicality of auto travel, and layovers make scheduled air line travel time-consuming and costly.

4. Facilities

The Glasgow Air Force Base is modern and offers total facilities for Mountain-Plains operations including housing for staff and participant families, offices, classrooms, a supermarket, visitor residence facilities, a gymnasium, theater, an elementary school and a hospital. The

hospital will initiate operations on an out-patient and emergency basis in January of 1973. Some 150,000 square feet of space are currently being utilized by Mountain-Plains (MP) for office and instructional purposes. For this privilege, MP pays renovation, maintenance, and utility and other joint-usage costs on a square footage basis.

Recreational and leisure time activity centers, such as the gymnasium, theater, bowling alley and lounge are being jointly programmed for use by all personnel on base, with a program developed to assure participating families exposure to and an involvement in such activities.

Mountain-Plains has over 200 housing units available for participating families. In addition, a virtually unlimited supply of staff housing is available. Housing units for participant families are two and three bedroom frame duplexes with attached garages. They are located approximately one-half mile from the major base facilities. A rental charge of $40.00 per month is assessed each participant family. Office and classroom facilities are housed in thirteen buildings, generally masonry-constructed, permanent type structures. Several of the buildings lend themselves particularly well to specific program activities. For example, Building #920 is a one-story, insulated steel frame building with metal siding. The concrete floor has a loading capacity of 3,000 lbs. per square foot. The building is wired with 120/140 volts and is equipped with two-ton overhead hoist. It was formerly the ground support equipment shop and is now used as a shop area for a small and large vehicle repair and maintenance program and for other equipment repair classes.

5. Management/Staffing/Budget

A Program Director, who is also the President of the corporation, is charged with interpreting Board policy and implementing the program on a day-to-day basis. His immediate staff consists of a Deputy Director and a Management Information Specialist, who is charged with insuring that activities are programmed and proceed on schedule in accordance with the corporate plan. In addition to the Executive function, Mountain-Plains has four divisions -- Family Services, Education Services, Administrative Services, and Research Services. Each division is under the direction of an Associate Director. A management council, consisting of the Program Director, the Deputy Director, the Mangement Information Specialist, the divisional Associate Directors, and the corporate Controller meet weekly to define and implement policy and to report activity progress.

Fifty-five per cent of the total Mountain-Plains staff are categorized as Professional. Of the remainder, twenty-seven per cent are classified para-professional and eighteen per cent, secretarial-clerical. Professional staff were recruited throughout the United States and as of December, 1972, turn-over among professionals has been negligible. All staff are eligible for an annual salary admustment. Such adjustment is not automatic, but based on annual merit evaluation and is conducted in accordance with federal guidelines. Policy governing promotions or the filling of new positions is based entirely on merit, with preference given to Mountain-Plains employees with qualifications.

General budget allocation by line item for the contract year ending May 31, 1973, is as follows:

Salaries - including trainees stipend	*$2,793,701*
Burden	*380,912*
Facilities	*917,654*
Instructional Supplies and Materials	*189,021*
Equipment	*188,535*
Sub-Contracts and Professional Fees	*177,947*
Travel	*149,515*
Vehicle Expenses	*96,910*
Relocation Expenses for Staff and Trainees	*208,000*
Equipment and Maintenance	*13,278*
Total Supplies, Materials, and Miscellaneous	*200,360*
Outside Evaluation	*100,000*
Outreach	*233,618*
Joint Usage Expenses	*150,000*
Total Fiscal Year '72 - '73 Budget	*$5,799,451*

The employment of private consultants and/or sub-contractors is governed by the terms and conditions outlined in the grant agreement. Outside consultants have been retained for evaluation in each of the assigned categories of effort defined by the grant agreement. Such evaluation consists of the review of on-sight activities, off-sight activities, and the comprehensive review of recorded events together with those appropriate spot checks as may, in the professional opinion of reviewers, appear appropriate or necessary. Particular emphasis is made in these evaluations of the strengths and weaknesses of the various components of the programs and the costs of the various components. Recommendations toward improvement of program content and methodologies and improvement in cost control methods are a primary responsibility of the outside evaluators.

6. Target Population/Capacity

The target population of the Mountain-Plains program has been determined to be those citizens of low density population areas (that is rural areas) within the six states, whose quality of life, employability, and productivity have been diminished by:

A. The limited socio-economic opportunities afforded them by the region.
B. Their familiar patterns of social failure and low employability.

As a result, the focus is on the development of the entire family as a more productive, mutually supportive unit.

Selection criteria for the identification of program participants are related to defined internal and external behavioral objectives of the program, as well as to program capabilities. Criterion indicators are fundamentally exclusive rather than inclusive. The identification and evaluation for participation in the program of potential enrollees is conducted by the personnel of the six field offices.

7. Recruitment/Placement

Mountain-Plains participants are recruited from a variety of sources, including state agencies, such as the Employment Security Commission, Welfare Department, Bureau of Labor, and Bureau of Vocational Rehabilitation. Other referrals are made by agencies or organizations, such as Indian Tribal Councils, church groups, and to a lesser degree, civic organizations. Recently, recruitments have been drawn from sources such as listings of individuals receiving food stamps and/or commodities. Recruiting is conducted by each of the six state offices in the Mountain-Plains program. Entry to the program is open-ended in that there are no classes per se and groups enter and exit on an individual basis. New families arrive weekly on an open-entry, open-exit basis.

A body of selection criteria, based largely on terminal performance desired and program capability, has been established to aid in the selection of suitable participants. Items included in the criteria refer to physical and mental health, financial status, previous employment records, and relative achievement levels in basic educational skills, such as reading and mathematics. At the present time, final selection as a participant is in part dependent on a random selection process. This is to accommodate the construction of a statistically-valid group of comparison families for use in the research facet of the Mountain-Plains program. The selection of comparison families from the pool of those families considered fully

qualified for the Mountain-Plains program assures comparability. This provides validity for the later comparisons which will be made between participant families and comparison families at points after the participant families have exited the program.

The general procedure utilized in selection of participants is as follows: A potential participant is located either through the efforts directly of the state staff people or through a referral agency. At this time, a formal application is completed by the applicant detailing items such as employment history, incomes, citizenship status, general health level, etc. Upon review of the application, state personnel establish an interview session with the entire family, usually in the applicant's home. At this time, an extensive interview from one and a half to two hours in length is conducted by the state representative of Mountain-Plains, during which pre-Center data are collected on each applicant. This data is both economic and sociological. Upon review of the data revealed through both the interview and through the application procedure, a further determination as to acceptability is made. At this time, those families fully qualified for the program are identified and the comparison families, representing at present 50% of those fully qualified, are selected. The remainder of the qualified families then enter the program as participants, pending only the completion of a formal physical examination at their expense. Upon notificaton by the physician that the family has complied with the health criteria established, the state staff arrange transportation for the family from the place of residence to the Center at Glasgow, Montana. Usually such transportation takes the form of a self-drive rental truck. The new participant and his family are met at the Center as they arrive by members of the Counseling and Community Service Staff. They are shown their new housing and assisted in settling in.

Placement procedures are initiated three months prior to the predicted exit date of the participant family. At this time, a notification is forwarded to the state(s) indicated by the participant as choice of residence. At the same time, an updated transcript of the participant's occupational and family skills plan and achievements is forwarded to the state offices. The state will at this time rely on its contact files and knowledge of state conditions to identify the probable geographical areas of job likelihood for this particular individual and/or his spouse should she desire employment. A second notification is forwarded at sixty days, again with an updated curriculum "vita". At thirty days, a further notification is sent to the state offices detailing the certification the individual has achieved in his program areas, thus allowing the state office operations to make specific job placement commitments. At this time, the exiting

participant may travel from Glasgow to the state office temporarily for interview purposes or not as the case requires. At ten days prior to exit, a final notification is issued to the state with a final copy of the updated transcript, all records of certification and documents of completion. If, at this time, suitable employment should be temporarily unavailable, the participant family will be held in a "holding" or graduate study pattern at the Center temporarily until such suitable opportunity does arise.

Mountain-Plains has follow-up responsibilities of two types. First, there is the social maintenance or counseling follow-up. This follow-up is conducted by the state office personnel and is intended to resolve problems that may arise in the adjustments of the participant family to its new community or new employment situation. It is both scheduled in that quarterly contact is made with each participant family, and unscheduled in that crises intervention situations receive immediate priority. The second type of follow-up is for purposes of data collection. While the actual data collection is conducted again by field staff personnel, it is accomplished in accordance with the procedures and formats of the Research Services Division located on the program center at Glasgow. The data gathered is intended to be comparable both between the comparison and the participant groups and for the participant group for the period pre-Center and post-Center. The schedule of contact is such that each participant and comparison family will be interviewed every six months for a period of two years. In addition to contacts with the exited participant families, state staff will, both in the course of maintenance and data collection follow-up, contact other concerned individuals and organizations, such as the employer, local welfare representatives, and community spokesmen.

8. Program

Mountain-Plains is a residential career education program for rural families of the six state region encompassing Idaho, Montana, Nebraska, North Dakota, South Dakota and Wyoming. The basic premise underlying the program is that family oriented career education in a residential setting represents an effective way to improve the employability, standard of living, participation in the community environment, and life satisfaction of the rural disadvantaged.

In the broad sense, the program has goals in four major areas:

1. *development - to design and develop the model.*
2. *research - to perform research and evaluation on the effects of the model.*

3. *products - to provide guides, methods and procedures, research reports, cost analysis, and learning experience packages to permit replication of the model.*
4. *people - to provide career eudcation to a significant number of the rural disadvantaged families within the six state region.*

Programmatic elements are structured in response to two sets of related terminal performance objectives. The first represents internal, that is on-Center program objectives. The internal objectives thus provide a measurable statement of desired participant achievement, and at the same time provide a means whereby the effectiveness of various program components may be evaluated.

The external objectives represent a set of desired performance standards to apply following the exit of the participant families from the program at Glasgow. Essentially, they are a set of twenty-three external measurements which relate to the broader categories of employability, standard of living, participation in the community environment and life satisfaction. Both sets of objectives may be used for purposes of formative as well as summative evaluation.

Each head-of-household is expected to participate a minimum of forty hours per week in the program. The spouses may participate from twenty to forty hours per week and must devote a certain number of hours to service in the day care center for pre-school children.

Program services of Mountain-Plains are provided to participants through two operational divisions, Family Services and Education Services Division. Family Services programming is in response to the hypothesis that more is necessary for successful job performance than possession of occupational skills. Programs in the Family Services area are designed to augment family self-sufficiency as well as to increase the ability to benefit from opportunities available in the home communities. Program areas within the Family Services Division include counseling, home management, health education, recreation (leisure skills), and early childhood education. The Education Services Division encompasses three phases of career education defined as awareness of various career opportunities, exploration of the universe of career opportunities, and career or occupational preparation. Within this concept, individuals do not begin specific career preparation until they have completed the awareness and exploration phase. In the awareness phase, families learn about the requirements and responsibilities of different jobs, as well as their abilities in relation to the jobs. In the exploration phase, opportunity is allowed to begin the selection of a tentative career choice

for preparation. This choice is based upon exposure to the career clusters, major occupational groups, and major job families, and the relating of these experiences to individual potential, abilities, aptitudes, interests, responsibilities and job availability. Preparation is the final phase and includes the development of attitudes and skills which provide job entry capabilities. This period of instruction stresses the significance of skills common to other occupational areas and emphasizes that mastery of these common skills leads to entry capability for a number of jobs.

Specific programs in the Education Services Division include Career Guidance, Foundation Education, and Occupational Preparation. Occupational Preparation is available in the five instructional cluster areas of Building Trades and Services, Educational and Social Services, Lodging and Food Services, Mobility and Transportation, and Office Education.

The first week on Center at Glasgow is devoted to an orientation for the new participants. Subsequent to orientation, the participant enters a phase of the program entitled "Standard Schedule". The length of time each participant spends in this phase of the program varies with the individual. However, the average length is about four weeks. During this phase, the participant is exposed to and participates in the basic programs in the Family Services areas just defined as well as initiating Foundation Education activities where required and undertaking the Career Guidance phase of the program. By the end of the standard schedule, an individual participant plan has been developed for each participant based on measured needs and personal goals, and the individual undertakes scheduled activities. This participant's plan is structured in conjunction with the participant. Average length of this plan and length of stay for a participant is nine to twelve months.

The instructional approach in the program areas of Model IV is performance-based and individualized. There is virtually no standup classroom instruction. However, very little appropriate individualized curricula has been found available for pre-purchase. This is necessitating the extensive development of curriculum by instructional staff.

For school-aged children enrolled in the local public school, Mountain-Plains has designed supplemental curricula. Additionally, school-aged children will experience programs of career awareness and exploration, depending upon grade level.

Participant progress is monitored on a monthly basis in the form of scanners related to measurable objectives. Readiness to exit is determined by the achievement of the terminal performance objectives levels specified

for the on-Center portion of the program and in accord with the individual participant plan.

9. Program Support

Out-patient medical services are available to participants through an on-Center clinic leased by the Air Force to Mountain-Plains and through Mountain-Plains to the South Dakota Health Research Institute.

Program support activities such as personnel, purchasing, accounting, maintenance and other administrative procedures are handled through the Administrative Services Division. This Division is additionally charged with responsibility for providing and furnishing participant housing within the agreement between Mountain-Plains and the United States Air Force. Procedural guidelines utilized in each activity are those of the United States Government.

Other support activities include a media department, a curriculum department, a community library staffed by Mountain-Plains employees, and a system of bus transportation for participants both on-Center and to and from the city of Glasgow.

Members of a counseling department are available on a twenty-four hour basis to participants for growth as well as crisis intervention. Additionally, several members of the counseling staff are in residence within the area of civilian housing on the Glasgow Air Force Base reserved for Mountain-Plains participant families.

10. Research/Evaluation

Mountain-Plains Education and Economic Development Program, Inc. is the fourth national model for career education as originally designated by the United States Office of Education and now by the National Institute of Education.

The major hypotheses to be tested by the project are: that there is a necessary relationship between employability potential and quality of life; that placement and maintenance of the participant families in rural America can be achieved; that a family oriented career education program can result in improvement in the employability, standard of living, and life satisfaction of rural families.

The research design extends over at least a five year period of time. During the first year, FY 71-72, the Program was funded, organized,

conceptualized, and a short pilot phase completed. During the present year, the question being answered (in the affirmative) is "Is such a Program feasible?" In FY 73-74, the questions to be answered are "When will development be complete and how will we know?" and "Is the Program internally successful?" Beginning in 73-74, and continuing through the next fiscal year, the questions to be answered are "Is the Program externally successful?" and "What is the relationship of internal success to external success?" During the final projected year of the Program, the questions to be answered are "Is the Program as a whole and/or are programmatic components realistically replicable?" and "How can the successful aspects of the Program be diffused into American education?" If a decision is made to operate the Program over a longer period of time, an additional question which could be answered is "What are the effects of adjusting the composition of the Program?"

Program evaluation to answer these questions is conducted by the Research Services Division at two distinct levels, internal and external. Both levels provide for evaluation that is summative, that is the determination as to what extent the objectives of the program are fulfilled, and formative, that is the provision of feedback information for adjustment of programs to achieve greater effectiveness. The evaluation is conducted in terms of the measurable performance objectives mentioned earlier.

The internal evaluation system is based upon the internal performance objectives defined earlier in this report. However, since the entry level of participants varies considerably, the measurement of terminal performance is not sufficient to determine total system effect on each participant. Therefore, during selection and orientation, data is collected to build an entry profile and to begin the participant data files. During the processes of standard schedule, occupational exploration and occupational preparation, as programs are completed data will be collected and added to the participant file. From this file, an exit profile will be compiled. A comparison of entry and exit profile will then indicate total system effect on the participant. A comparison of total on-site effects of the program upon participants with consequent participant change in lifestyle as measured through external objectives will indicate those program effects most highly related to desired participant post-program status.

The external evaluation system has the objective of determining the post-program effects, in relation to its objectives, that the Mountain-Plains program has upon participant families. To determine these effects, measurable objectives have also been determined for participant

post-program status. Data is to be collected on participant status both prior to and, in accordance with a regular schedule, following their participation in the program. Actual post-program status will be compared with desired post-program status. Participant pre-post changes will be compared with comparison group changes to determine degree of change attributable to the Mountain-Plains program. The composition and method of selection of the comparison group of families has been discussed earlier. The generic hypothesis underlying the use of the comparison group families is that "the degree of positive change in the experimental group (those experiencing the Mountain-Plains program) will be significantly greater than the degree of positive change in the comparative group". To accomplish this comparative research, it is necessary that observations of participant families prior to their residency at Mountain-Plains be obtained and then obtained again following their separation from the Center. It is also necessary to take identical observations of comparison families at about the same times. Data collection on exited participants and comparative families occurs at the time of exit of the participant families, at six months after exit, at one year after exit, at eighteen months after exit, and at two years after exit. For each of these periods, summative and comparative analysis reports will be prepared.

Th. . ernal evaluation system outlined above also provides for formative evaluation of program components. This is accomplished through the aggregation of participant achievements by program components in terms of terminal performance objectives. The procedure whereby the formative evaluation is effected involves first the preparation of a report for each program component detailing the relative achievement of the set of objectives related to that component. The second step calls for a report from the component indicating what actions it has taken to respond to the data outlined in the formative evaluation report.

A benefit-cost analysis technique for Mountain-Plains was spelled out in a document of the same title submitted to Office of Education on October 1, 1972. Since that time, data collection prerequisite to the analysis itself has been initiated. At present, Mountain-Plains' outside evaluator, Tadlock Associates, Inc., is making an analysis of the projected cost-benefit ratio for Mountain-Plains. The purpose of this analysis is to determine "gross program feasibility".

Within the limits imposed by resources available, other research on participant families and regional characteristics is being conducted. For example, periodic reporting on the pre-entry, socio-economic, and demographic characteristics of participant families is done. These data are

compared with regional and national statistics in an effort to further define the target population with which Mountain-Plains is concerned. Additionally, one member of the state office staff in one particular state is charged with a sociological interpretation of the rural population of his state, with determination of the characteristics of community interaction of the Mountain-Plains target population, and with determining further measurement techniques applicable in noting change in community interaction following the completion of the program at Mountain-Plains.

A job market survey, designed and conducted by Mountain-Plains Research Division staff with the assistance of state office personnel, is presently in the final stages of implementation. The survey is intended to define "hard to fill" positions within the six state region, the characteristics of such positions, and the characteristics of successful applicants for such positions, all from the point of view of the prospective employer.

A documentation plan of Mountain-Plains is basically designed to fulfill two objectives. The first of these is to provide complete documentation of the development of Career Education Model IV from the period of start-up through the development and operation to and through phase-out. In brief, it is intended to provide a documentary history of the evolution of a large educational research and development project. The second objective is to describe the developed program adequately enough to permit the replication of all or part of a family residential career education program at another location.

11. Cost

Financial support for the present fiscal year is derived entirely from National Institute of Education (formerly Office of Education) Grant Project #1-0336. Other support is tendered Mountain-Plains by in-kind time commitments identified in the next section, entitled "Relationship With Other Agencies".

Operating costs for the fiscal year ending May 31, 1973, are projected to be $5,100,000. At total family capacity, operating costs at that level of activity are projected at $5,800,000. Costs of equipment, start-up and renovation of housing are included, but will be amortized over the life of the project. Start-up costs of $2,016,798 have been identified. There are no payback methods such as bonds.

Based on an estimated 320 families dealt with from start-up through May 31, 1973, cost per family including all Mountain-Plains costs except Research Services Division (start-up, equipment and renovation on an amortized basis) is $15,779. This is broken down as follows:

Expenditures (less Research Services Division and amortized items)	*$3,292,327*
Start-up (amortized over five years)	*806,718*
Equipment (amortized over five years)	*200,000*
Renovation (amortized over five years)	*80,000*
Six State Operations	*670,286*
	$5,049,331

Cost per family $5,049,331 ÷ 320 = $15,779

For purposes of comparability, i.e., projection of on-going operational program costs, research costs, state office operational costs and direct trainee costs such as relocation and stipends should be eliminated. The result is a cost per family figure of $10,441. Cost components are as follows:

Expenditures (less Research Services Division, Direct trainee Costs and State Office Operations, and amortized items)	*$2,254,441*
Start-up (Amortized over five years)	*806,718*
Equipment (Amortized over five years)	*200,000*
Renovation (Amortized over five years)	*80,000*
	$3,341,159

Cost per family $3,341, 159 ÷ 320 = $10,441
Cost per adult student = $ 5,220

Total costs associated with Research from start-up through May 31, 1973 are $1,168,952. The sources of these funds are Research Division budgets plus 16.5% of state office costs.

Each family receives a stipend of $75 per week. From this stipend a rental payment of $40 per month must be paid. In addition, there is an additional $7.50 per week per family which is held in a "savings", or "completing award" fund. This money is released to the participant family upon exit and provides a "nest egg" to help cover the costs of establishing a new home. Mountain-Plains provides for relocation of

the family both to and from the Center at Glasgow, as well as providing health insurance and home furnishings as required.

12. Relationship With Other Agnecies

Mountain-Plains enjoys relationships, usually informal, with a number of other agencies which contribute to the achievement of project goals. In recruiting and later in job development and placement, Mountain-Plains has utilized the services of state agencies such as the Employment Security Commission, Department of Welfare, Department of Vocational Rehabilitation, and State Correction Agencies. At the Federal level, the Bureau of Indian Affairs has also provided assistance to Mountain-Plains in these areas. In the field of health services, the Department of Health, Education and Welfare and the United States Public Health Service have provided assistance to Mountain-Plains in its effort to provide medical care to the participant families. Finally, of course, Mountain-Plains has a continuing close relationship with the United States Air Force, the host organization on Glasgow Air Force Base.

13. Plans For Continuance

The expected duration of the Mountain-Plains program as constituted, i.e., Model IV in Career Education, is five years. It is projected that the last participants would exit about August, 1975, and that final documentation and diffusion would be accomplished by May of 1976. Mountain-Plains is currently assessing its future plans and has at this time no firm commitment for continued support beyond the expected date of termination.

REFERENCES

Career Education Model IV documents supported by a personal knowledge of the Program.

COMPARISONS OF PROGRAMS

In this section of the report, the seven family residential educational programs in the United States will be compared according to the categories by which they were studied.

Mission

With the exception of the Madera Employment Training Center in its present form, these programs all have generally the same mission. This mission is to improve the employability, satisfaction, and productive output of disadvantaged families. There is general commitment to the upgrading of family practices in support of this increased satisfaction and productivity. Whether or not it is always stated, there also exists the underlying wish to integrate these families into the larger community. This was in fact the mission of the Madera Employment Training Center in its prior form; it is now, however, concentrating on job skills for the head-of-household. The factors which differentiate between these seven programs are first, the relative emphasis given each part of the program mission, and second, the approaches to achieving these ends.

History

The oldest of the seven family residential educational centers still operating is Roswell Employment Training Center, initiated early in 1967. The Madera Employment Training Center in its prior form followed soon after in that same year and was patterned after Roswell. In order of initiation then, programs were CADA-FDP, September 1968; UTETC, August 1969; AJC, May 1970; Career Education Model IV, April 1971; and MET, July 1972. With the exception of Arizona Job Colleges, Inc., these programs were all initiated entirely through Federal funding. AJC has been supported since its inception by mixed local, private, and Federal funding.

CADA-FDP was begun as an experimental project and has now become operational. On the other hand, Career Education Model IV was begun as an operational program and early in its existence became an experimental project. The other five programs were begun as, and remain, operational programs.

Governance

Only one of these seven programs RETC, is directly Federally supported. The other six programs are governed by a Board of Directors of a private, non-profit corporation. In the case of the other two BIA-sponsored programs, the membership of the Board of Directors is all Indian.

At least two of these private non-profit corporations were formed specifically to accept the obligation to operate a family residential educational program. These two are Arizona Job Colleges, Inc., and the Mountain-Plains Education & Economic Development Program, Inc., the governing body for Career Education Model IV.

Location

Each of these seven programs, with the possible exception of METC, is located in rural surroundings. The location of METC might be classified as suburban. In the larger sense, with the exception of METC, the programs have been placed in the less-populated sections of our Country. Six of the seven programs, all but CADA-FDP, are West of the Mississippi.

Facilities

The three BIA-sponsored programs and Career Education Model IV have taken advantage of existing facilities. Career Education Model IV and RETC have located on deactivated Strategic Air Command air bases. The METC program has utilized an abandoned radar site, while UTETC has taken over an abandoned Job Corp center. On the other hand, facilities for the three OEO programs have been or are being constructed, although many of the facilities at each site consist of mobile home units. Assuming that in the case of AJC low-cost rental housing is now available, all seven programs are housing their families in a common and provided area.

Management/Staffing/Budget

All seven programs are managed according to a standard organizational structure with a President or Executive Director heading the program and assisted by various Divisional Directors. In the case of two programs, CADA-FDP and METC, two separately-managed staffs are involved.

Within the CADA-FDP program, the overall program is administered by a Grantee staff, while the residential educational segment of the program is managed by a profit-making corporation, Radio Corporation of America (RCA). Within the METC program, one all-Indian contractor has the responsibility for general administrative services, while another all-Indian contractor has the responsibility for the educational program. In addition to the CADA-FDP program, one other program is operated by a profit-making corporation. This is the RETC program operated by Thiokol Chemical Corporation. In the case of the remaining four programs, management is the responsibility of a single staff chosen by the particular private non-profit corporation operating the program.

An interesting relationship occurs with regard to staffing. For the four programs for which there is information, there are approximately as many staff members as there are families on the Center. Even as the number of families increases, the proportionate number of staff required decreases very little. In all cases, a large general administrative staff is required.

Budgets were difficult to obtain from the programs, particularly from the programs operated by a profit-making corporation. In any case, they would be non-comparable without intensive study of the assumptions made and budgeting definitions used.

Target Population/Capacity

The target population of each of the three OEO-sponsored programs is migrant worker families. The target population of each of the three BIA sponsored programs is American Indians without sufficient job skills. For Career Education Model IV, the target population is rural disadvantaged families, either unemployed or underemployed.

The capacities of the AJC and MET programs are about 90 families. The capacities of the CADA-FDP and METC programs are about 55 families. The RETC and UTETC programs include both families and single students. Over half the capacity of each program is composed of married students, with RETC at its peak accommodating about 120 families and UTETC accommodating about 43 families. The capacity of Career Education Model IV is 200 families. Throughput per year for these programs is determined by length of stay. With one exception, the length of stay in these residential programs averages about nine months. The exception is the MET program, which averages three to six months, but includes on-the-job training for an indeterminate length of time after the family has left the Center.

Recruitment/Placement

The responsibilities and arrangements of these seven programs for recruitment and placement vary considerably. Three of the programs -- MET, CADA-FDP, and Career Education Model IV -- have separate recruitment and placement offices set up within the area of the target population. In the case of CADA-FDP, these offices are organizationally separated from the residential center. Two other programs, AJC and UTETC, do their own field recruiting and placement, but the offices are located within the residential center. For the other two BIA-sponsored programs, METC and RETC, the majority of the recruitment and placement is handled by regional Direct Employment Assistance Offices of the BIA.

Program

As mentioned earlier, the seven programs here studied are alike in that they have similar missions and target populations. However, they differ considerably in comprehensiveness of program and innovativeness of educational approach. A comparison of the seven programs in terms of program areas included is presented as Figure 2. It can be noticed from Figure 2 that the most comprehensive program in terms of program areas included is Career Education Model IV. Model IV takes not only the broadest view of career development, but also provides the broadest assortment of family and individual supportive education.

The second comparison of the seven programs is in terms of innovativeness of educational approach. Figure 3 compares these seven programs on this basis. For the purposes of this comparison, innovativeness of educational approach is defined as the provision of performance based, individualized instruction and attention to the family including the availability of open-entry and open-exit to and from the program; the creation and monitoring of an individualized plan based upon the achievement of performance objectives and personal goals; and the creation and development of specialized curriculum materials. Innovativeness is also defined as the provision of career preparation which provides the student with those skills and knowledges required to move across and advance in his career field. Accepting these definitions of educational innovativeness, it is clear from Figure 3 that Career Education Model IV is by far the most innovative of the seven programs studied. Model IV offers complete career awareness and exploration opportunities as well as providing a unique cluster concept of occupational preparation in which adult members of the family may not only move progressively up a career ladder

FIGURE 2

PROGRAM AREAS INCLUDED IN FAMILY RESIDENTIAL EDUCATIONAL PROGRAMS

PROGRAM	Foundation Education	Communication Skills	Mathematics	Career Guidance	Individual and Family Counseling	Health Education	Early Childhood Education	Leisure Skills Education	Creative Problem Solving	Home and Consumer Management	Nutrition and Food Preparation	Budgeting and Planning	Consumer Decision Making	Home and Personal Care	Community Resources	Legal Rights and Responsibilities	Occupational Preparation	Office Education Cluster	Transportation and Mobility Cluster	Social and Educational Services Cluster	Lodging and Food Services Cluster	Building Trades Cluster	Electronics Cluster	Police Science
1. AJC	X	X	X		X	X	X	X		X		X	X	X			X[1]		X			X		
2. MET	X	X	X	X	X	X				X		X		X	X		X[2]							
3. CADA-FDP	X	X	X	X	X		X	X		X	X	X		X			X[3]	X	X	X		X	X	
4. METC																	X		X				X	
5. RETC	X	X	X		X		X	X		X	X	X		X	X		X[3]		X	X	X	X	X	X
6. UTETC	X	X	X		X		X	X		X	X			X		X	X[3]	X	X	X	X	X		X
7. MODEL IV	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

1. Provided by area vocational schools. 2. On-the-job training. 3. Limited number of specific occupations.

FIGURE 3

EDUCATIONAL APPROACHES USED IN FAMILY RESIDENTIAL EDUCATIONAL PROGRAMS

PROGRAM	Preparation for decision making	Preparation for future career alternatives	Occupational choice after program entry	Career awareness and exploration for adults	Career awareness for elementary aged youth	Career exploration for secondary school youth	Occupational "cluster area" -- multiple preparations	Program based placement & maintenance service	Individualized follow-up and maintenance post placement	Individualized determination of readiness to exit	Individualized progress evaluation	Individualized performance based instruction	Individualized needs assessment & prescription	Multi-racial, multi-state target population	Self-contained participant community	Open Entry - Open Exit	Emphasis on Research & Evaluation	Emphasis on Curriculum Development	Comprehensive education - job & life members	Comprehensive family program - all members
1. AJC			X					X[1]				X[2]	X				X[3]		X	X
2. MET		X	X					X	X				X		X				X	
3. CADA-FDP								X	X	X	X				X				X	X
4. METC															X					
5. RETC															X	X			X	X
6. UTETC															X			X	X	X
7. MODEL IV	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

1. Placement only. 2. In home skills & ESL only. 3. Summative only.

through the accumulation of additional skills, but may also accumulate skills from the various cluster groups to prepare for additional cross-cluster occupations. Model IV is also implementing on a total program basis the generally-accepted ideal of performance-based individualized instruction and is writing curriculum to implement this ideal. Each of the other six family residential educational programs has various points to recommend it in terms of comprehensiveness and innovativeness. However, any further ranking would be too subjectively-based to be valuable.

Program Support

The seven programs are quite similar in terms of program support provided. All have a large administrative services program, and all provide some type of medical services to participating families. Two programs, UTETC and Career Education Model IV, provide curriculum development services, while Model IV also provides Multi-Media support and assistance in program design based upon the definition of performance objectives.

Research/Evaluation

The one program of the seven actually designated as a research and development program is Career Education Model IV. Model IV has, therefore, the clearest mandate to do formative and summative evaluation of its effects upon families. Model IV is in fact organized to study specific questions in sequence. Five of the six remaining programs also have some type of follow-up evaluation responsibility. The only program seemingly without such a responsibility is METC. One of the older programs, CADA-FDP, was at first an experimental program and then became operational when follow-up results indicated that all graduates were being placed. Summative evaluation for the AJC program is being provided by a private firm contracted by OEO.

Only four of the six programs doing a follow-up evaluation have operated long enough to produce any results. The results available indicate that AJC has experienced about a 30% rate of discontinuance while placing nearly all of its male graduates and about half of their spouses. CADA-FDP reports a 10% rate of discontinuance with all male graduates placed. Data on two of the BIA sponsored programs, RETC and UTETC, is for both families and single students combined. This data indicates for RETC a discontinuance rate of about 17% with 69% of completing adult

students placed; for UTETC the rate of discontinuance is about 28%, with 59% of completing adult students placed.

Costs

Comparison of costs of the seven programs on the basis of available information is nearly meaningless. First of all, no common denominator such as cost per adult student or cost per family is applied in relation to all seven programs. Second, the programs vary as to the number and type of supporting processes which are included in the total cost of the program. Third, the determination of which of these costs should be included in a cost per student or cost per family computation varies from program to program almost arbitrarily. At this point, two of the BIA-sponsored programs have been costed on a common basis. In addition, a study is right now being completed by OEO which will cost its three sponsored programs on a common basis, but seemingly one unrelated to the approach used by the BIA.

A valid comparison of costs across these seven programs could only be done through the use of a common set of definitions and formulas, access to all records, and extensive work by a team of analysts. In all probability, such a comparison would still be impossible, due to historical differences in data recording. However, with this understanding in mind, some generalizations about comparative costs are provided as Figure 4. No valid comparisons can be extracted from the information provided. However, Figure 4 does point up the fact that cost per adult placement is an important measure of program cost and that in general family residential education is expensive.

Little information is available as to the cost benefit ratio of family residential education. However, one study, done for AJC, indicates that the breakeven point or that point at which the investment of society is returned through increased family productivity and self-sufficiency, occurs 13 years after program completion. Following this point, there is a 20% per year payback on society's investment. Again, the assumptions underlying this study are not entirely clear.

Relationships With Other Agencies

All seven programs have developed some relationships with other agencies, usually governmental agencies. Perhaps the most self-sufficient programs in terms of relationships with other agencies are the three

FIGURE 4

COMPARATIVE COSTS OF FAMILY RESIDENTIAL EDUCATIONAL PROGRAMS

Program	Cost/Family Served	Cost/Adult Trainee Served	Cost/Adult Placement	Costs Not Included
AJC	$13,000	$6,500		?
MET				
CADA - FDP			$12,813	Start-up Capital Outlay
METC		5,090		?
RETC		3,707	10,926[a]	Start-up Capital Outlay Stipends Recruitment Placement
UTETC		3,900	20,090	Start-up Capital Outlay Stipends Recruitment Placement
Model IV (Projected)	$10,441	5,220		Stipends Recruitment Placement

[a] Head of household

BIA-sponsored programs. The program which has probably done the most to create and maintain relationships with existing agencies is the MET program in Texas. The MET program has not only a working relationship with the manpower agencies and the Texas Employment Commission, but also with the Farm Labor Services Agency, the Texas Education Agency, and several junior colleges. The program which has perhaps profited most from such relationships is AJC. AJC has developed an agreement with the Department of Vocational Rehabilitation in Arizona, whereby the DVR provides funding for support of vocational education of participants within surrounding schools and colleges.

Plans For Continuance

OEO had planned to fund both the MET program and the CADA-FDP program for another year. With the present status of OEO in doubt, the future of these programs is unclear. The same is true for the AJC program; however, AJC is seeking funding from a variety of sources. AJC sees itself as an ongoing program. Two of the three BIA-sponsored programs are close to the pattern of local control the BIA is emphasizing. These are the METC program and the UTETC program. There is a likelihood that these two programs will receive continued funding. On the other hand, the BIA-sponsored program at Roswell is phasing out. The future of this program is unclear, but if continued, would probably revert to Indian control. Career Education Model IV was originally indicated as being a five year project with funding through Fiscal Year 75-76. However, continued funding will depend upon research and development accomplishments presented and projected year to year.

CONCLUSIONS

The major question to be answered by this report is "HOW IS MOUNTAIN-PLAINS INPROVING UPON AND ADVANCING THE FAMILY RESIDENTIAL APPROACH IN THIS COUNTRY?" In answer, this study shows that Career Education Model IV as operated by Mountain-Plains represents the most advanced stage of evolution of the family residential educational approach. Building upon the programs which came before it, Mountain-Plains has created the most comprehensive and innovative form of family residential education now existing. Using this impressive test bed, Mountain-Plains is preparing to determine and reveal through valid measurement the potential of the family residential approach for improving the life situation of the multi-problem family. In summary, this study has shown the Mountain-Plains program to be the most advanced form of family

residential education, and has shown its systematic research approach to possess the capability of revealing the true worth of the concept. To the extent that the family residential educational approach is shown to be beneficial to the multi-problem family and successful in increasing its involvement and productivity within our society, Mountain-Plains will work to gain the acceptance of family residential education by the Nation's educational policy makers.

APPENDIX

APPENDIX A

MAIN CONSIDERATIONS IN DESCRIBING A FAMILY RESIDENTIAL EDUCATION INSTITUTION

Project and Address:

Date:

Staff Contacted and Titles:

Interviewers:

What is the present mission or purpose of the Institution?

1. History

   a. When did the project start? How? What was the need? What was its original mission or purpose?

   b. Was it funded from local or federal sources? Who was and is your funding agency? What funding was initially received? Was there earmarked funding? Was there other support in lieu of finances?

   c. What was the start-up procedure and time duration of start-up? What was the staff and participant build-up rate?

   d. Was there an existing organization or was it formed for the Project?

2. Governance

   a. What is the constitution and nature of the governing body; its authority and responsibility?

   b. Does the institution have legal entity? Is any legislation required to allow it to operate? To requisition land or buildings?

3. Location

   a. Where is the institution located and why? (Include field offices).

   b. Where is it in relation to population centers, trainee supply, industry, transportation, etc.?

   c. How was the site acquired? What agreements were made?

4. Facilities

a. What kind and type of buildings are being utilized? Any new construction? What is the approximate square footage of administrative, program, and participant housing facilities?

b. Are available buildings appropriate for the operation of the project? Is there wasted or non-functional space?

c. Does the building timetable meet requirements for enrollment growth, staff appointments, etc.?

d. How and where are participant families housed?

5. Management/Staffing/Budget

a. What is the organizational structure? What staff are required? How many instructional, management, total staff, etc.? Qualifications? Availability? Salaries? Turnover? What are the policies concerning promotions and salary increments?

b. For what functions are consultants used? What criteria are used to determine whether an effort can best be completed by staff, consultants, or subcontracts?

c. How does planning occur? Are there planning staff?

d. Are there management controls to insure that activities proceed on schedule? How do program managers report activity progress to top managers?

e. By broad categories, how is the budget allocated?

6. Target Population/Capacity

a. What is the target population and why? What are their characteristics?

b. What is the size of the target population?

c. How many families can be accommodated on Center? Per year? In field-based programs?

d. What is the student capacity of the Program? Are there other than families? What number of families are being and will be accommodated?

7. Recruitment/Placement

a. What are recruitment procedures? Do families come in as classes (new groups starting a pre-set program together) or anytime?

7. Cont'd.

   b. What are the selection criteria? What tests are used? Who does the selection?

   c. What are the placement and follow-on requirements and procedures? Who does placement? Who does follow-on support?

8. Program

   a. What are the concepts underlying the Program; what societal needs does the Program meet?

   b. What are the objectives for change in the family as a whole? What are the objectives for each member of the family?

   c. What program phases do families experience? What is the length of stay of families?

   d. What are the major Program components? Which components are emphasized?

   e. Are standard and available course materials used or are they invented? What is the mode(s) of instruction?

   f. What types of occupational preparation are available? Of what length? Who provides the occupational preparation? Do all adults participate? Are there arrangements with local industry on an advisory or other basis?

   g. What foundation education is available? Is it tied to occupational preparation?

   h. What other family education courses are available? What programs are available for women? For children?

   i. Is there a vocational guidance and/or work exploration program?

   j. For the school-age children, are public school offerings supplemented? In the school or on-Center?

   k. Are counseling services offered? Are there family counselors? What are the counselor-participant ratios?

   l. What special services are included? Child care or early childhood education? Recreation? Medical and psycho/social services? Community participation encouragement? What services are contracted for or available on a cooperative basis?

   m. What is the procedure for student prescription and scheduling?

8. Cont'd.

n. How are student progress and readiness for exit determined?

9. Program Support

a. Are personnel, purchasing, accounting, maintenance and other administrative procedures handled in house?

b. Are staff and participant program support such as media/library and curriculum development provided?

c. How is student record-keeping accomplished?

d. Are family life workers or other in-community family support staff used?

10. Research/Evaluation

a. Is research a major emphasis of the Program? Is there a research problem, mission and hypothesis? Is it a demonstration program?

b. Is there an internal and external evaluation design and methodology? Does the external evaluation design include a control group? Is the evaluation mainly for formative (feedback) or summative (effects) purposes? What instruments and techniques are being used? Is a cost/benefit analysis being done? Are performance criteria stated as changes to be effected in head of household or total family? Is the Program designed to inform specific policy questions?

c. Is the evaluation being done by staff or consultants?

d. What documentation of program results, procedures and products is being done?

11. Costs

a. What are the sources of financial support for the present fiscal year? What other support is there in lieu of finances?

b. What is the capital outlay for this fiscal year and total? Is there a payback method such as bonds? Is the capital outlay included in the cost per family computation? Is so, what is the amortizing procedure and length of time upon which this computation is based?

c. What are the operating costs for this fiscal year? What are they projected to be at total family capacity? What operating costs are included in the cost per family computation?

11. Cont'd.

d. What were the time period and costs for start-up? Are start-up costs included in the cost per family computation?

e. Are family stipends or other support provided? Of what amount and with what deductions? What other family support is provided such as health care or insurance, assistance in relocating, housing, furniture, clothing, etc.? What fixed costs such as rent do families have?

f. What are the costs for research/evaluation? What is the source of these funds? Are these costs included in the cost per family computation?

g. What is the cost per family? What is included in this computation?

h. What is the cost/benefit relationship for the Program?

12. Relationship with other Agencies

a. Are other agencies contributing to the achievement of Project goals?

b. What relationships with other agencies are there?

13. Plans for Continuance

a. What is the expected duration of the Program?

b. Is federal support expected to eventually taper off or end? Will the slack be taken up by other sources?

c. If the Program is to be discontinued, why?